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ABSTRACT

Findings from a study on the curriculum and organization of Dade public high schools are presented in this report. An honor student mentor group conducted a literature review and held discussions with assistant principals, English department heads, teachers, and students. From this research they concluded that problems in the schools are indicators of systemic deficiencies. Seventeen specific recommendations are made; they include establishing a timetable and strategies for reading and mathematics scores, reducing the gap between white and minority achievement scores, utilizing advanced placement, and instituting controlled school choice. An annotated bibliography of 12 sources is included. (LMI)

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RESTRUCTURING DADE'S HIGH SCHOOLS: CURRICULUM AND ORGANIZATION

HONOR STUDENT MENTOR GROUP

INSTITUTE FOR PUBLIC POLICY AND CITIZENSHIP STUDIES

FLORIDA INTERNATIONAL UNIVERSITY

JUNE, 1991

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RESTRUCTURING DADE'S HIGH SCHOOLS:

CURRICULUM AND ORGANIZATION.

HONOR STUDENT MENTOR GROUP

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INSITUTE FOR PUBLIC POLICY AND CITIZENSHIP STUDIES

FLORIDA INTERNATIONAL UNIVERSITY

JUNE 3, 1991

RECOMMENDATIONS.

RECOMMENDATION 1: BY SPRING 1996, THE AVERAGE READING COMPREHENSION AND MATH COMPUTATION SCORES OF DADE HIGH SCHOOL STUDENTS ON STANDARDIZED TESTS SHALL EQUAL OR EXCEED NATIONAL NORMS. A GOAL WITHOUT A TIMETABLE AND A STRATEGY FOR ACHIEVING IT IS NOT A REAL GOAL. AT THE PRESENT TIME, THE DCPS LACKS A TIMETABLE AND STRATEGY FOR THE ACHIEVEMENT OF THIS GOAL.

RECOMMENDATION 2: BY SPRING 1996, THE GAPS BETWEEN THE AVERAGE READING COMPREHENSION AND MATH COMPUTATION SCORES OF DADE NON-HISPANIC WHITE STUDENTS IN COMPARISON TO THOSE OF AFRICAN-AMERICAN STUDENTS, ON THE ONE HAND, AND HISPANIC STUDENTS, ON THE OTHER HAND, SHALL BE REDUCED BY HALF OR MORE WITH NO REDUCTIONS IN THE SCORES OF THE NON-HISPANIC WHITE STUDENTS. A TIMETABLE AND STRATEGY IS NEEDED FOR THIS GOAL.

RECOMMENDATION 3: BY SPRING 1996, DADE HIGH SCHOOLS SHALL INCREASE THE PERCENTAGE OF STUDENTS SCORING 400 OR ABOVE ON THE SAT VERBAL TEST TO 25% AND 450 OR ABOVE ON THE SAT MATH TEST, WHILE INCREASING THE TOTAL NUMBER OF STUDENTS TAKING THE TEST. A TIMETABLE AND STRATEGY IS NEEDED FOR THIS GOAL.

RECOMMENDATION 4: THE DCPS SHALL CONSIDER ADVANCED PLACEMENT COURSES TO BE EQUIVALENT TO HIGH SCHOOL COURSES IN OTHER INDUSTRIALIZED NATIONS. THE DISTRICT SHALL STRIVE GRADUALLY TO MAKE ADVANCED PLACEMENT COURSES NORMATIVE FOR HIGH SCHOOL STUDENTS PLANNING TO ATTEND COLLEGE. BY SPRING 1996, 10% OF ALL DADE HIGH SCHOOL STUDENTS IN GRADES 10-12 SHALL SCORE 3 OR BETTER ON AN ADVANCED PLACEMENT EXAM. AT LEAST 20% OF ALL DADE HIGH SCHOOL STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADVANCED PLACEMENT COURSE AND AN ADDITIONAL 20% SHALL BE ENROLLED IN AT LEAST ONE HONORS COURSE. A MINIMUM OF 5% OF ALL DADE STUDENTS SHALL BE ENROLLED IN A COMPREHENSIVE PROGRAM OF ADVANCED PLACEMENT COURSES. A TIMETABLE AND A STRATEGY IS NEEDED FOR THIS GOAL.

RECOMMENDATION 5: EACH HIGH SCHOOL SHALL BE BROKEN UP INTO A SERIES OF SCHOOLS WITHIN SCHOOLS ("CHOICE SCHOOLS") OF NOT MORE THAN 300 STUDENTS EACH. EACH CHOICE SCHOOL SHALL BE A MAGNET PROGRAM WITH ITS OWN THEME, CURRICULAR FOCUS, RECRUITMENT OF STUDENTS, AND PROGRAMMATIC AUTONOMY. THE CHOICE SCHOOLS SHALL BE ADMINISTERED BY A LEAD TEACHER, ALONG WITH THE FULL INVOLVEMENT OF THE OTHER TEACHERS IN A SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING FORMAT. THE OVERALL SCHOOL'S PRINCIPAL WILL BECOME A BUILDING MANAGER, NOT THE INSTRUCTIONAL LEADER OF THE SCHOOL. CHOICE SCHOOLS SHALL COMPETE FOR STUDENTS AND SHALL BE HELD ACCOUNTABLE FOR THE ACADEMIC PERFORMANCE OF THEIR STUDENTS. CHOICE SCHOOLS WHICH ARE NOT SUCCESSFUL IN ATTRACTING STUDENTS OR ACHIEVING HIGH LEVELS OF ACADEMIC PERFORMANCE SHALL BE DISBANDED. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 6: STUDENTS SHOULD NOT BE ALLOWED TO TAKE COURSES BELOW THEIR ABILITY LEVELS AS SHOWN IN STANDARDIZED TESTS. AND STUDENTS WHO SHOW A PERSONAL INTEREST IN TAKING COURSES ABOVE THEIR ABILITY LEVELS SHOULD BE ENCOURAGED TO DO SO. READING COMPREHENSION SCORES SHALL BE USED AS THE BASELINE DATA FOR ENGLISH AND SOCIAL STUDIES CLASSES. MATH COMPUTATION SCORES SHALL BE

USED AS THE BASELINE DATA FOR MATH AND SCIENCE COURSES. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 7: BASIC CLASSES SHALL BE PHASED OUT FOR ALL SUBJECTS EXCEPT ENGLISH AND MATH. THIS SPECIFICALLY MEANS PHASING OUT BASIC COURSES IN SCIENCE. IN ENGLISH AND MATH, BASIC CLASSES SHALL BE RESTRUCTURED TO ENHANCE STUDENT INTEREST AND TO EMPHASIZE CRITICAL THINKING. DCPS STATISTICS INDICATE THAT SIGNIFICANT NUMBERS OF STUDENTS THIS YEAR ARE TAKING BASIC SCIENCE COURSES. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 8: BASIC CLASSES SHALL BE STAFFED ONLY WITH EFFECTIVE TEACHERS. SPECIAL EFFORTS SHOULD BE MADE TO REMEDIATE OR FIRE TEACHERS OF BASIC COURSES WHO ARE NOT EFFECTIVE, I.E., WHO ARE NOT DOING A GOOD JOB IN IMPARTING KNOWLEDGE AND SKILLS TO THEIR STUDENTS AS MEASURED BY STUDENT PERFORMANCE ON PRE- AND POST-TESTS. THE PRESENT PRACTICE OF ONLY FIRING TEACHERS WHO COMMIT CRIMINAL VIOLATIONS OR ARE OBVIOUSLY MENTALLY DISTURBED IN MOST SCHOOLS SHALL BE SUPERCEDED BY A NEW PRACTICE WHICH ALSO TAKES INTO ACCOUNT TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 9: BY THE 1996-97 SCHOOL YEAR, THE DISTRICT SHALL HAVE IN PLACE PRE- AND POST-TESTS FOR ALL OF THE LARGER HIGH SCHOOL COURSES. TEACHER EVALUATION SHALL BE CHANGED (THROUGH THE COLLECTIVE BARGAINING PROCESS) TO INCLUDE STUDENT PERFORMANCE ON SUCH TESTS OVER A THREE YEAR PERIOD RELATIVE TO OTHER TEACHERS WITH SIMILAR MIXES OF STUDENTS. STUDENT TEST SCORES SHALL BE USED IN CONJUNCTION WITH OTHER MEANS, SUCH AS DIRECT CLASSROOM OBSERVATIONS BY SUPERIORS AND PEERS, TO EVALUATE TEACHERS. A STRONG DISTRICT COMMITMENT SHALL BE MADE THAT ALL HIGH SCHOOL TEACHERS WHO ARE NOT EFFECTIVE SHALL BE REMEDIATED AND IF THIS IS NOT SUCCESSFUL, THEY SHALL BE FIRED. A TIMETABLE AND STRATEGY IS REQUIRED FOR THE ACHIEVEMENT OF THIS GOAL. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 10: EACH HIGH SCHOOL STUDENT WHO SCORES UNDER 50 ON THE STANFORD ACHIEVEMENT TEST READING COMPREHENSION TEST SHALL SPEND AN HOUR A DAY READING FOR COMPREHENSION IN BOOKS OF HER OR HIS CHOICE. EACH FRIDAY, THE STUDENT SHALL WRITE AN ESSAY ON THE READING FOR THE PREVIOUS WEEK. THIS CAN BE ACHIEVED THROUGH ELIMINATING ELECTIVES FOR SUCH STUDENTS OR REQUIRING THEM TO TAKE SUMMER SCHOOL. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 11: THE WRITING ENHANCEMENT PROGRAM SHALL BE MAINTAINED IN DADE'S HIGH SCHOOLS, EVEN IF STATE FUNDING IS NO LONGER AVAILABLE. CUTS SHALL BE MADE IN LOWER PRIORITY COURSES OR BUREAUCRATIC FUNCTIONS TO PAY FOR THE WRITING ENHANCEMENT PROGRAM OR LESS FREQUENT WRITING ASSIGNMENTS SHALL BE REQUIRED, BUT A CONTINUATION OF REGULAR WRITING ASSIGNMENTS IN HIGH SCHOOL ENGLISH COURSES IS A NECESSITY. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 12: BY THE 1996-97 SCHOOL YEAR, THE PROPORTION OF STUDENTS TAKING SPANISH III AND IV AND SPANISH-S III AND IV, AS WELL AS ADVANCED PLACEMENT SPANISH COURSES, SHALL DOUBLE. A TIMETABLE AND STRATEGY IS REQUIRED TO ACHIEVE THE DOUBLING INDICATED.

RECOMMENDATION 13: BY THE 1996-97 SCHOOL YEAR, THE STAFF AT EACH HIGH SCHOOL WITH OVER 80% AFRICAN-AMERICAN STUDENTS SHOULD BE 51% AFRICAN-AMERICAN. THE TOTAL PROPORTION OF AFRICAN-AMERICAN HIGH SCHOOL TEACHERS EMPLOYED BY THE DCPS SHALL INCREASE FROM THE PRESENT LEVEL OF 19% TO 31% TO EQUAL THE PERCENTAGE OF AFRICAN-AMERICAN HIGH SCHOOL STUDENTS IN DADE. HIGHLY KNOWLEDGEABLE AND EFFECTIVE HIGH SCHOOL TEACHERS OF AFRICAN DESCENT SHALL BE RECRUITED IN THE UNITED STATES AND INTERNATIONALLY. INCREASING THE PROPORTION OF AFRICAN-AMERICAN TEACHERS SHALL CONTRIBUTE TOWARD ESTABLISHING A FIRMER LEVEL OF DISCIPLINE IN THE PREDOMINANTLY AFRICAN-AMERICAN HIGH SCHOOLS. THIS RECOMMENDATION WILL ALSO ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 14: A COMPULSORY YEAR-LONG COURSE IN AFRICAN-AMERICAN HISTORY SHOULD BE ESTABLISHED IN EACH SCHOOL WITH OVER 80% AFRICAN-AMERICAN STUDENTS. THIS COURSE SHOULD DEVOTE ONE GRADING PERIOD EACH TO THE FOLLOWING TOPICS: AFRICAN HISTORY AND CULTURE; AFRO-CARIBBEAN HISTORY AND CULTURE; AFRICAN-AMERICAN HISTORY AND CULTURE; AND THE CONTEMPORARY SITUATION OF AFRICAN AMERICANS. THIS COURSE SHOULD BE TAUGHT AT THE HIGHEST ACADEMIC STANDARDS. IT SHOULD BE A COURSE BASED ON FACT, NOT MYTH. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 15: EVERY HIGH SCHOOL STUDENT SHALL CARRY OUT A SIGNIFICANT PROGRAM OF SCHOOL OR COMMUNITY SERVICE EACH YEAR. EACH STUDENT SHALL SPEND AN AVERAGE OF TWO HOURS A WEEK (OR 100 HOURS A YEAR, FOR STUDENTS ATTENDING SCHOOL YEAR-ROUND) IN SCHOOL AND COMMUNITY SERVICE. THESE SERVICE ACTIVITIES SHALL BE MEANINGFUL TO THE STUDENTS AND SHALL ENHANCE THEIR EDUCATIONS. IN MANY CASES, THESE SERVICE ACTIVITIES SHOULD PROVIDE VALUABLE JOB TRAINING AND PERSONAL CONTACTS FOR THE STUDENTS. SUITABLE SERVICE ACTIVITIES CAN BE ARRANGED FOR EACH STUDENT. THE STUDENTS WITH THE MOST PROBLEMS MAY BE EXACTLY THE STUDENTS WHO WOULD BENEFIT MOST BY SERVING OTHERS IN AN APPROPRIATE CAPACITY.

RECOMMENDATION 16: THE LEGALLY PERMISSIBLE AGE FOR LEAVING SCHOOL SHALL BE RAISED IN FLORIDA (OR IN DADE COUNTY, THROUGH LOCAL OPTION) FROM SIXTEEN TO EIGHTEEN YEARS, OR GRADUATION, WHICHEVER COMES FIRST.

RECOMMENDATION 17: RESIDUALS REPORTED IN <u>DISTRICT AND SCHOOL PROFILES</u> SHALL BE CALCULATED INCLUDING SOCIO-ECONOMIC STATUS, ALONG WITH RACE, ETHNICITY, GENDER, AND PREVIOUS STUDENT SCORES. RESIDUALS AS REPORTED TODAY (INCLUDING IN THE NEW, 1990-91 <u>PROFILES</u>) REFLECT UNFAIRLY ON SCHOOLS IN LOW INCOME NEIGHBORHOODS. IT IS INCORRECT TO STATE, AS THE DCPS RESPONSE MEMORANDUM TO OUR EARLIER DRAFT STATED, THAT THE CURRENT RESIDUALS CONTROL FOR SOCIO-ECONOMIC STATUS. QUIIP RESIDUALS DID SO, BUT THE RESIDUALS IN <u>PROFILES</u> DO NOT.

INTRODUCTION.

Our group has been studying the curriculum and organization of high schools in the Dade County Public Schools (DCPS). We wanted to find out why local high school students score so poorly in college entrance examinations like the SAT. Why are so few high-ability students in advanced classes? Why are basic level classes so boring to students? Why do the schools allow high school students to decide for themselves which courses to take, when many will obviously take classes below their ability levels? Why aren't high school students given more responsibility for the well-being of their community, their school and their fellow-students?

In order to find out more about the situation, we have discussed the national research findings concerning American high schools and their problems. We have talked to many assistant principals for curriculum, and heads of English Departments, as well as some teachers and students.

We are very grateful for the comments of Superintendent Octavio Visiedo concerning the first version of this report. We have made every effort to be responsive to his comments and have made several changes in the document as a result.

Superintendent Visiedo's letter says, "The numerous generalizations and conclusions which follow the narrative statements appear critical of the entire school system. Certainly, in a school district as large as Dade's, one can find individual instances of inappropriate actions on the part of staff. This does not, however, constitute evidence of systemic deficiency."

We would not be spending our time studying the DCPS if we did not feel that there were substantial systemic deficiencies.

The problem is not one of individual inappropriate actions, but precisely one of systemic deficiencies. These deficiencies are, for the most part, those of American public K-12 education as a whole: low standards of academic achievement for most students; inadequate rewards for good school performance and almost totally absent penalties for poor school performance; tolerance of ineffective teachers and principals; not enough attention to moral education and to school and community service by students; a comprehensive pattern of discrimination against low-income and minority students in the provision of well-prepared and well-motivated teachers; schools which are so large that students feel lost and anonymous and consequently do not work hard at their studies, do not attend class every day, and drop out; staff prejudice against low-income, minority and low-scoring students and staff belief that such students are not capable of substantive academic achievement; and inadequate attention to the cultures of minority students. These are matters which can be addressed by the DCPS.

We fully recognize that there are other problems which are difficult for the DCPS to solve autonomously: bureaucratic regulations from the state and federal governments; a pitifully low level of funding for public education in Florida; a low level of funding for public education in the United States generally over the past generation which has resulted in the employment of some teachers who are not necessarily the cream of the crop; the decline of the family; and the massive immigration into Miami.

The systemic problems of the DCPS can be addressed in a thoughtful, deliberate, strategic manner. A long time was spent in getting into the present situation. It will not be remedied overnight. The problem is complex and can be addressed in many ways. What we are looking for on the part of the School Board and administration is a sense of strategic priorities concerning the improvement of the high schools.

The School Board and past administrations have acted in decisive ways to establish a more forceful strategy for the schools generally. The present administration has begun to map out a broad strategy which appropriately concentrates on pre-school and the early elementary years. The high schools, though, have not received their due share of attention lately.

We recognize and applaud each positive step which has been taken. All that we seek in the present document is to advance the dialogue one more step in the direction of a powerful and effective strategy. We want to assist the DCPS in identifying possible **engines of improvement** which, if placed in motion, can improve student academic achievement and attendance and cut the dropout rate.

STANFORD SCORES AND RESIDUALS.

RECOMMENDATION 1: BY SPRING 1996, THE AVERAGE READING COMPREHENSION AND MATH COMPUTATION SCORES OF DADE HIGH SCHOOL STUDENTS ON STANDARDIZED TESTS SHALL EQUAL OR EXCEED NATIONAL NORMS. A GOAL WITHOUT A TIMETABLE AND A STRATEGY FOR ACHIEVING IT IS NOT A REAL GOAL. AT THE PRESENT TIME, THE DCPS LACKS A TIMETABLE AND STRATEGY FOR THE ACHIEVEMENT OF THIS GOAL.

The setting of goals is a key step toward their attainment. Without specific goals and timetables, the system tends to flounder. The District already has a policy in the "District Strategic Plan: 1990-95" to "[d]evelop and implement a plan to improve student performance in those areas of instruction that can be measured by standardized tests so that DCPS averages will increase by statistically significant increments, with the eventual goal being to equal or exceed national norms." This worthy goal should be given teeth by setting a definite timetable. We believe that spring, 1996, five years from now, is a reasonable target date for equalling or exceeding national norms.

At the present time, no clear progress is being made toward the District's goal. While gains occurred in all major ethnic and racial groups in tenth grade reading comprehension scores between 1989 and 1990, losses were registered in several categories in math computation.

One reason for this stagnation is that the District is not giving high enough priority to improving reading, writing, and math achievement levels. The philosophy of the "shopping mall high school", where little effort is made to ensure that each student takes a core of rigorous academic courses, still prevails. Even though many principals are presiding over schools with very low or declining scores, only three principals will not have their contracts renewed for 1991-92. All three of these principals were in the alternative schools. Even though there

TABLE 1: STANFORD SCORES, 1989 AND 1990.

GROUP	READING COMPREHENSION			MATH COMPUTATION		
	1989	1990	SHIFT	1989	1990	SHIFT
GRADE 10						
ALL	42	42	0	52	52	0
ANGLO	66	67	1	75	75	0
BLACK	29	30	1	37	35	-2
HISPANIC	40	42	2	54	52	-2
GRADE 11						
ALL	41	41	0	54	54	0
ANGLO	66	66	0	75	75	0
BLACK	26	26	0	39	38	-1
HISPANIC	39	39	0	54	54	0

SOURCE: DCPS, **District and School Profiles, 1990-91.**

are many ineffective teachers whose students are not keeping up, it is almost impossible to fire a teacher unless they commit a criminal violation or are obviously mentally disturbed. Garden variety incompetence, illiteracy or even hostility toward students is not sufficient to cause a teacher to be fired. No incentives exist for schools which do a good job and no sanctions exist for schools which do a bad job. QUIIP (the Merit School Program) has been eliminated. Family choice of schools is restricted to the magnet programs and M&M (minority to majority) transfers, both of which are thwarted by the heavy over-crowding in many schools. **No engine exists in the DCPS to produce steadily higher student academic achievement.** We have no policies in place which focus the attention of school staffs on improving reading, writing and math achievement.

Other districts have moved scores up by 20 points over five years. However, we believe that moving scores up by eight points is a worthy goal here because of the uncertainty of demographic shifts. Dade is in the midst of a profound change in its population mix, with many new residents from the Caribbean and Central America. Some (but by no means all) of the new immigrant children come with academic deficiencies or without knowledge of English. So we believe that a goal of eight points increase in standardized reading comprehension scores, while still absorbing the new immigration, is sufficiently ambitious.

The true national norm for Stanford scores might be somewhere around 60, even though the nominal national norm is 50. Scores tend to slide upward over time, due to increased teacher and student familiarity with the test. The DCPS plans to abandon the Stanford test soon because of this and take up a new, fresh standardized test. However, even with familiarity, the average Stanford reading comprehension score among Dade high school students is very low, 42 (in 1989—a different score than the all-grade average which we have available in both 1989 and 1990 through our recalculation of the scores in the **Statistical Abstract**), while the math computation score is higher, 53. The math score is only 42 when another test, the Comprehensive Test of Basic Skills, is used. [Paul Bell memorandum to the School Board, September 19, 1990.] The gap between these two tests seems related to "teaching to the test" over the past 10 years that the Stanford Test has been used.

In setting our goal, we will define success by reaching the nominal national median on whatever standardized test is chosen. In other words, we are urging that the District strive for a

score of 50 on some new, legitimate, national standardized test. The Stanford test should, of course, be abandoned for the reasons given above.

Eventually, if we set our minds to it, we should be able to do substantially better than national norms. Prince George's County, Maryland, a district predominantly populated by low-income African-Americans, increased its test scores from below national norms to well above national norms over a five year period. This should be done by ways other than teaching to the test which has been too much the case in Prince George's County. Later, we will list some of the ways in which this goal could be achieved.

We strongly disagree with those who state that low test scores are not the fault of the schools because students from low-income families, minority groups, and recent immigrants cannot be expected to do well. This position reflects social class, racial, ethnic and anti-immigrant bias. Even though the average school with a high proportion of low-income, minority and recent immigrant students performs poorly today in Miami and America, this does not mean that all such schools perform poorly or that such schools have to perform poorly. Many schools here and across the nation beat the averages.

Bias and defensiveness allow some to overlook the responsibilities of the schools. They excuse the poor performance of principals and teachers by blaming the students. Even though such attitudes have become outdated nationally, they are still expressed locally. We are very pleased that the new superintendent, Octavio Visiedo, freely acknowledges the responsibility of the schools and the potential of all children

for high academic achievement. He is setting a standard for the entire DCPS staff in urging high expectations for all students.

No one should assert that schools populated by low-income recent immigrants cannot be expected to achieve. The line between realism and defeatism is very narrow. The leaders of our system should stay well away from the line. DCPS staff should be educated concerning the importance of high expectations in eliciting good performance by students.

In evaluating the differences in scores from school to school in Tables 2, 3 and 4, particular reference is made to residuals, which are the scores which result after controls for race, ethnicity, gender and previous student scores. Unfortunately, these residuals do not control for socio-economic status (SES), as the residuals used in the QUIIP program did. Without controlling for SES, the residuals of the low-income schools look worse and the residuals of the high-income schools look better than they really were. If one averages together the residuals of the low-income schools, they are much lower than those of the high-income schools. This should not be if the residualization process was truly doing its job. We do not understand why this is not changed in the scores reported in the **Profiles**. (This will be included as the final formal recommendation.)

Judging from the official DCPS response, District leadership evidently believes that the residuals in **Profiles** already control for socio-economic status. They say, "This is the current practice." They are misinformed. They need to read the definitions of the residuals provided at the beginning of the 1990-91 **Profiles** book.

The scores in Tables 2 and 3 are highly unstable. For instance, in no high school did both reading and math residuals

consistently decline or advance over this two year period from 1987 to 1989. In the absence of strong system-wide goals, schools have no motivation or incentive to develop and stay with concerted programs for improvement. School goals tend to shift randomly from year to year, as does school performance. In systems like Prince George's County which set strong systemwide goals, on the other hand, scores in most schools show a steady upward climb each year.

Table 4 shows the combined reading and math scores, residuals, and residual shifts. The schools which are not in affluent neighborhoods, but which nevertheless have positive residuals and postive residual shifts over the past two years include North Miami and Southridge. Schools with negative residuals but which have substantially (over 1.0) improved their residuals over the past two years include Carol City, Homestead, Miami, and Miami Springs.

TABLE 2: STANFORD READING COMPREHENSION SCORES.

SCHOOL	SCORE			RESIDUAL			RESIDUAL SHIFT		NET
	1987	1988	1989	1987	1988	1989	87-88	88-89	
AMERICAN	43	43	41	-2.1	-0.2	-2.7	1.9	-2.5	-0.6
CAROL CITY	31	32	34	-2.3	1.0	0.7	3.3	-0.3	3.0
CENTRAL	24	26	24	-1.9	-1.4	-4.3	0.5	-2.9	-2.4
CORAL GABLES	53	55	58	1.2	2.7	3.1	1.5	0.4	1.9
CORAL PARK	43	42	40	0.0	-0.6	-1.1	-0.6	-0.5	-1.1
EDISON	20	20	17	-6.0	-4.6	-7.0	1.4	-2.4	-1.0
HIALEAH	38	35	39	-1.8	-3.7	-0.8	-1.9	2.9	1.0
HIA-MIA LAKES	46	45	46	0.9	-1.2	3.6	-2.1	4.8	1.7
HOMESTEAD	45	46	45	-1.8	0.6	-1.2	2.4	-1.8	0.6
JACKSON	30	28	25	-3.1	-5.0	-6.4	-1.9	-1.4	0.5
KILLIAN	66	67	62	0.9	4.6	1.5	3.5	-3.1	0.4
MIAMI	39	39	38	-1.9	-2.3	-1.6	-0.4	0.7	0.3
MIAMI BEACH	54	51	49	3.6	0.5	3.0	-3.1	2.5	-0.6
MIAMI SPRINGS	35	42	36	-2.8	-1.2	-4.7	1.6	-3.5	-1.9
NORLAND	43	43	38	2.0	2.5	0.3	0.5	-2.2	-1.7
NORTH MIAMI	43	41	37	-1.2	-2.2	-0.9	-1.0	1.3	0.3
N MIAMI BEACH	57	56	51	2.4	0.6	-0.2	-1.8	-0.8	-2.6
NORTHWESTERN	32	30	29	3.6	-2.8	1.7	-6.4	4.5	-1.9
PALMETTO	69	71	69	1.2	2.3	2.7	1.1	0.4	1.5
SOUTH DADE	48	46	48	-4.0	-5.5	-1.4	-1.5	3.1	1.6
SOUTH MIAMI	43	40	42	-3.8	-0.2	-1.7	3.6	-1.5	2.1
SOUTHRIDGE	48	43	44	-2.1	-1.2	0.6	0.9	1.8	2.7
SOUTHWEST	50	51	46	-0.7	0.5	-1.0	1.2	-1.5	-0.3
SUNSET	62	60	56	3.7	2.4	4.0	-1.3	1.6	0.3
ALL-SCHOOL AVERAGE	44	44	42	-0.7	-0.6	-0.6	0.1	0.0	---
ALL-STUDENT AVERAGE	44	44	42	0.0	0.0	0.0	---	---	---

TABLE 3: STANFORD MATH COMPUTATION SCORES.

SCHOOL	SCORE			RESIDUAL			RESIDUAL SHIFT		NET
	1987	1988	1989	1987	1988	1989	87-88	88-89	
AMERICAN	49	54	47	-6.1	0.0	-4.3	6.1	-4.3	1.8
CAROL CITY	37	36	36	-3.5	-2.9	-2.0	0.6	0.9	1.5
CENTRAL	33	36	34	-2.9	-1.1	-3.4	1.8	-2.3	-0.5
CORAL GABLES	65	67	68	2.4	4.4	1.8	2.0	-2.6	-0.6
CORAL PARK	57	57	57	-4.0	-0.3	-1.2	3.7	-0.9	2.8
EDISON	34	32	27	-2.1	-2.9	-5.3	-0.8	-2.4	-3.2
HIALEAH	49	49	49	-5.2	-6.7	-5.4	-1.5	0.7	-0.8
HIA-MIA LAKES	59	59	56	0.6	0.1	0.1	-0.5	0.0	-0.5
HOMESTEAD	51	51	52	-4.9	-1.7	0.9	3.2	2.6	5.8
JACKSON	37	38	36	-3.9	-2.8	-4.6	1.1	-1.8	-0.7
KILLIAN	75	76	73	-0.1	3.2	0.6	3.3	-2.6	0.7
MIAMI	54	52	54	2.9	-1.9	0.4	-4.8	2.3	2.5
MIAMI BEACH	61	60	57	2.9	1.9	0.1	-1.0	-1.8	-2.8
MIAMI SPRINGS	51	49	54	-4.3	-2.3	0.4	2.0	2.7	4.7
NORLAND	54	49	49	1.3	0.8	1.5	-0.5	0.7	0.2
NORTH MIAMI	51	49	51	-1.0	-2.5	2.2	-1.5	4.7	3.2
N MIAMI BEACH	67	67	62	1.5	2.6	-1.0	1.1	-3.6	-2.5
NORTHWESTERN	38	36	36	-0.1	-3.0	-1.1	-2.9	1.9	-1.0
PALMETTO	81	81	83	2.3	1.1	4.2	-1.2	3.1	1.9
SOUTH DADE	55	54	54	-0.3	-2.8	-4.1	-2.5	-1.3	-3.8
SOUTH MIAMI	60	58	56	-2.1	0.6	-3.2	2.7	-3.8	-1.1
SOUTHRIDGE	62	56	56	-1.0	-3.5	0.9	-2.5	4.4	1.9
SOUTHWEST	62	60	59	-1.0	1.6	0.8	2.6	-0.8	1.8
SUNSET	76	73	68	5.6	1.8	2.1	-3.8	0.3	-3.5
ALL-SCHOOL AVERAGE	55	54	53	-1.0	-0.7	-0.8	0.3	-0.1	---
ALL-STUDENT AVERAGE	55	55	53	0.0	0.0	0.0	---	---	---

TABLE 4: COMBINED AVERAGE READING AND MATH SCORES, RESIDUALS, AND RESIDUAL SHIFTS.

SCHOOL	SCORE 1989	RESIDUAL 1989	NET SHIFT 1987-89
AMERICAN	44	-3.5	0.6
CAROL CITY	35	-0.6	2.2
CENTRAL	29	-3.8	-1.4
CORAL GABLES	63	2.4	0.6
CORAL PARK	48	-1.2	0.8
EDISON	22	-6.1	-2.1
HIALEAH	44	-3.1	0.1
HIA-MIA LAKES	51	1.8	0.6
HOMESTEAD	48	-0.2	3.2
JACKSON	30	-5.5	-0.1
KILLIAN	67	1.0	0.6
MIAMI	46	-0.6	1.4
MIAMI BEACH	53	1.6	-1.7
MIAMI SPRINGS	45	-2.2	1.4
NORLAND	44	0.9	-0.7
NORTH MIAMI	44	0.6	1.5
N MIAMI BEACH	56	-0.6	-2.6
NORTHWESTERN	32	0.3	-1.4
PALMETTO	76	3.4	1.7
SOUTH DADE	51	-2.8	-1.1
SOUTH MIAMI	49	-2.4	0.5
SOUTHRIDGE	50	0.8	2.3
SOUTHWEST	52	-0.1	0.8
SUNSET	62	3.0	-1.6
ALL-SCHOOL AVERAGE	48	-0.7	0.2

SCORES OF MINORITY STUDENTS ON STANDARDIZED TESTS.

RECOMMENDATION 2: BY SPRING 1996, THE GAPS BETWEEN THE AVERAGE READING COMPREHENSION AND MATH COMPUTATION SCORES OF DADE NON-HISPANIC WHITE STUDENTS IN COMPARISON TO THOSE OF AFRICAN-AMERICAN STUDENTS, ON THE ONE HAND, AND HISPANIC STUDENTS, ON THE OTHER HAND, SHALL BE REDUCED BY HALF OR MORE WITH NO REDUCTIONS IN THE SCORES OF THE NON-HISPANIC WHITE STUDENTS. A TIMETABLE AND STRATEGY IS NEEDED FOR THIS GOAL.

Looking at eleventh grade scores in 1990, white non-Hispanics averaged 66 on the Stanford reading comprehension test and 76 on the math computation test. Blacks averaged 26 on reading and 38 on math. Hispanics averaged 39 on reading and 54 on math. More accurate figures were given in the Baseline Assessment carried out with 12,000 students using the Comprehensive Test of Basic Skills (CTBS) in the spring of 1990. Eleventh grade black scores were 29 in reading and 20 in math. Hispanics in the same grade scored 44 in reading and 41 in math, and Anglos scored 61 in reading and 63 in math. [Bell memorandum, September 19, 1990.]

We are happy that the Anglo students score so well, but we are distressed that the blacks and Hispanics score so poorly. We believe that the District can substantially improve the scores of minority students over the next five years through more intensive reading programs and more hands-on experiences with math.

As noted above, the crucial thing is to set goals and timetables and to work toward them. The DCPS currently has as a "Major System Priority" "to raise achievement for all students, while reducing the gap between achievement averages for minority

and non-minority students". [DCPS, "District Strategic Plan: 1990-95".] This is being operationalized in many ways, as we shall show in this report. However, in order for it to be given the priority which it deserves, we should establish a specific test score and a specific date.

If we use the more accurate CTBS figures, the gap between blacks and whites in reading is 32 points, in math 43 points, and between Hispanics and Anglos, the gap is 17 points in reading and 22 points in math. Cutting these gaps in half would imply increasing black reading scores by 16 points, black math scores by 22 points, Hispanic reading scores 9 points and Hispanic math scores 11 points, with no loss of white scores. This is sufficiently ambitious.

In order to give the system no incentive to retard white, non-Hispanic educational progress, the goal will deal only with white scores today, and not with what they might be in five years. In other words, if white scores went up over the next five years, this goal would not imply that the now wider gap would also have to be made up during the 1991-96 period. We can set a new goal to achieve that in 1996. Prince George's County shows that gaps of the magnitude that we are discussing here can be closed over a five year period by a concerted effort.

In order to reach such the goal of reducing racial/ethnic disparities, the system will have to work together energetically. Such a goal would give the District a new sense of priorities. Some current programs and courses would be seen to be dysfunctional and discarded. Other new programs and courses would need to be added. As it is, the DCPS is not giving this goal the priority which it deserves, in spite of its constructive efforts.

One problem in the attainment of this goal is the many educators who say that people from these racial or ethnic groups cannot be expected to perform well on standardized tests, that they think in a different way, and that the tests are biased. We can see from the DCPS statistics that wide variations exist in scores for blacks and Hispanics from school to school, even when holding family income constant. The school can make a difference. Good performance on these tests is positively associated with achieving good jobs or being admitted into competitive colleges. Good performance on these tests is also positively associated with the ability to reading, write and compute using more authentic measures, such as writing samples and fully written out computations. The educators who belittle the tests are mostly those whose schools or regions are not performing well. They seek to excuse their own poor performance by blaming the measuring instrument. The School Board and the administration leaders should not let them get away with this.

We will have a series of recommendations which are designed to improve minority academic achievement, as well as overall student academic achievement.

SCHOLASTIC APTITUDE TEST (SAT) SCORES.

RECOMMENDATION 3: BY SPRING 1996, DADE HIGH SCHOOLS SHALL INCREASE THE PERCENTAGE OF STUDENTS SCORING 400 OR ABOVE ON THE SAT VERBAL TEST TO 25% AND 450 OR ABOVE ON THE SAT MATH TEST, WHILE INCREASING THE TOTAL NUMBER OF STUDENTS TAKING THE TEST. A TIMETABLE AND STRATEGY IS NEEDED FOR THIS GOAL.

The SAT is different from the Stanford in that not every student takes it. Only 40% of all high school students in the United States take the SAT, particularly those who wish to apply to academically competitive colleges and universities. SAT scores are a good indicator of how many students from our high schools are qualified to enter the better colleges and universities.

The DCPS in 1989 reported the percentage of all twelfth grade students who took the SAT and achieved a score of 400. The national norm among all students taking the SAT is approximately 450 each on the verbal and quantitative sections, for an overall score of 900. So the reported Dade scores do not even match the halfway mark on national norms.

Florida International University, for example, requires entering freshmen to have a combined verbal and quantitative SAT score of 1000, along with a high school grade point average of "B". This means an average score of 500 on the verbal and 500 on the quantitative. The 400 score reported by Dade is not high enough for most students to win admission to FIU (although students with higher GPAs can get in with lower SATs).

There is not one high school in Dade where a majority of students meet national norms on the SAT or would qualify for admission to FIU. In many high schools, an infinitesimally small group of students would qualify for admission to competitive colleges and universities. Dade high schools are not educating most students for academic success.

TABLE 5: SAT VERBAL AND MATH SCORES, 1989.

SCHOOL	% GRADE 12 STUDENTS WITH SAT SCORE:	
	400+ VERBAL	450+ MATH
AMERICAN	13	12
CAROL CITY	4	4
CENTRAL	6	7
CORAL GABLES	25	21
CORAL PARK	13	15
EDISON	4	4
HIALEAH	5	6
HIA-MIAMI LAKES	16	14
HOMESTEAD	12	11
JACKSON	2	4
KILLIAN	37	39
MIAMI	7	9
MIAMI BEACH	22	22
MIAMI SPRINGS	13	12
NORLAND	10	10
NORTH MIAMI	16	15
N MIAMI BEACH	31	33
NORTHWESTERN	5	8
PALMETTO	45	45
SOUTH DADE	19	18
SOUTH MIAMI	17	18
SOUTHRIDGE	18	18
SOUTHWEST	17	19
SUNSET	26	30
ALL-SCHOOL AVERAGE	16	16

This goal can be achieved by increasing the number of students taking advanced courses, while maintaining or increasing the level of academic rigor in these courses. Increased reading assignments would also assist in reaching this goal.

In 1990, the DCPS reported the number and percent of students receiving scores over 550 on the SAT verbal and math sections.

TABLE 6: PERCENTAGE SAT SCORES OVER 550, 1985-86 TO 1989-90.

YEAR	VERBAL	MATHEMATICS
1985-86	4.1	9.4
1986-87	4.4	9.9
1987-88	3.9	9.7
1988-89	3.8	8.3
1989-90	3.3	7.8

Source: DCPS, **Statistical Abstract, 1990-91.**

For the District as a whole, a marked decline in the percentage of students score above 550 has taken place over the 1985-86 to 1989-90 period. The average SAT verbal score in Dade declined from 393 in 1988-89 to 387 in 1989-90, while the average math score declined from 450 to 442 in the same period. The number of students taking the test has declined from 5962 in 1987-88 to 5676 in 1988-89 to 5667 in 1989-90, so the decline in the test scores has not been caused by an increase in the number of students taking the test. The DCPS is not acting vigorously enough to offset demographic changes with changes in course assignment patterns.

Students should be required to read whole books, other than textbooks, in each course and to write essays on some interesting

aspect of these books. The Count On Reading (COR) Program, which emphasized voluntary outside reading for recreation and which has not functioned well in the high schools, should be restructured to make it compulsory and to ensure that students spend a significant amount of time each day in school doing sustained silent reading for pleasure. Students would gain in their understanding of history, math and science if they wrote more about these subjects. Regular papers should be required in each course. These changes can be made without overburdening teachers with grading assignments through such devices as having students grade and discuss each other's papers in class. The simple truth is that if students are going to make progress, they will have to read and write more. The lack of a strong District goal to improve student academic achievement, however, means that no such efforts are being made.

ADVANCED PLACEMENT AND HONORS COURSES.

RECOMMENDATION 4: THE DCPS SHALL CONSIDER ADVANCED PLACEMENT COURSES TO BE EQUIVALENT TO HIGH SCHOOL COURSES IN OTHER INDUSTRIALIZED NATIONS. THE DISTRICT SHALL STRIVE GRADUALLY TO MAKE ADVANCED PLACEMENT COURSES NORMATIVE FOR HIGH SCHOOL STUDENTS PLANNING TO ATTEND COLLEGE. BY SPRING 1996, 10% OF ALL DADE HIGH SCHOOL STUDENTS IN GRADES 10-12 SHALL SCORE 3 OR BETTER ON AN ADVANCED PLACEMENT EXAM. AT LEAST 20% OF ALL DADE HIGH SCHOOL STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADVANCED PLACEMENT COURSE AND AN ADDITIONAL 20% SHALL BE ENROLLED IN AT LEAST ONE HONORS COURSE. A MINIMUM OF 5% OF ALL DADE STUDENTS SHALL BE ENROLLED IN A COMPREHENSIVE PROGRAM OF ADVANCED PLACEMENT COURSES. A TIMETABLE AND A STRATEGY IS NEEDED FOR THIS GOAL.

In most schools, fewer that 20% of the students are taking AP and honors courses, the indicated courses for students wishing to go on to college. Only 5.9% of all high school students successfully pass even one AP exam. In Japan and Europe, most high school courses for students wishing to go to college are offered at the level of our Advanced Placement courses. Students graduating from high school in Japan and Europe generally know more than students graduating from college in the United States.

As long as the DCPS continues to define the AP courses for parents and students as extremely difficult and unusual courses, the equivalent of college courses, few students will take them. A new message needs to get out that AP courses are the international standard. They are normal for high schoolers elsewhere. College-bound students should be made to feel under-prepared if they are not enrolled in a full program of AP courses, because this in fact is the reality on an international scale.

A particular concern is the low percentage of students with successful AP exams in math and science. Dade is losing out in the battle for high technology industry, partly because of the poor quality of the public schools. We are not graduating enough students who are equipped to go on to become engineers and scientists who can work in the research laboratories of local companies. Our universities have a difficult time in recruiting qualified local students. The weakness in high tech industry harms the entire economy of greater Miami and results in a lower standard of living for us all.

In every high school in Dade County, a majority of students wish to go on to higher education. Our high schools are not

preparing our students for their goals in life. Schools are not explaining well enough to students the consequences of not taking academically rigorous courses. Dade's high schools are typified by low levels of expectations on the part of the administration, counselors and teachers. Ultimately, students get the message that they cannot compete academically and they lose faith in their own abilities. This translates into lower goals for college and careers. Our schools are preventing the students from achieving their own innate potential.

The reasons why this is so are complex and inter-related. Our "shopping mall high schools" (after the excellent book which inspired much of our thought in this paper and which is discussed in the annotated bibliography). Schools give students too much autonomy in choosing their own courses. Teachers try to reserve honors and AP courses for a small elite. Many teachers find these courses too difficult to teach and stay away from them. The teachers themselves are not intellectually prepared to teach AP courses and prepare students successfully for national examinations. Dade's high schools currently employ far too many incompetent and ineffective teachers and far too few who are capable of teaching advanced courses at a high intellectual level.

One student told us that he doesn't take AP courses because he is afraid of damage to his self-esteem by being in a class with students who are brighter than he is. He also doesn't want

TABLE 7 : ADVANCED PLACEMENT ENROLLMENTS.

SCHOOL	86-87	87-88	88-89	89-90	90-91
AMERICAN	159	244	246	286	280
BRADDOCK	---	---	---	---	108
CAROL CITY	93	97	104	142	173
CENTRAL	73	89	73	102	119
CORAL GABLES	554	537	414	505	616
CORAL PARK	196	257	293	313	250
EDISON	106	150	129	145	167
HIALEAH	132	172	198	217	204
HIA-MIAMI LAKES	250	352	350	445	453
HOMESTEAD	81	112	159	116	113
JACKSON	132	114	123	149	165
KILLIAN	402	496	505	455	477
MIAMI	191	175	232	265	268
MIAMI BEACH	135	185	205	243	223
MIAMI SPRINGS	121	238	189	178	244
NORLAND	136	134	87	140	162
NEW WORLD SCHOOL	---	---	88	133	130
NORTH MIAMI	377	399	235	274	332
N MIAMI BEACH	332	309	258	400	373
NORTHWESTERN	136	166	139	111	125
PALMETTO	546	647	884	994	1021
SCHL ADV STUDIES	---	---	---	45	62
SOUTH DADE	88	110	124	139	170
SOUTH MIAMI	108	135	202	224	367
SOUTHRIDGE	148	176	180	198	270
SOUTHWEST	112	140	149	168	141
SUNSET	325	488	454	436	370
TOTAL	4933	5968	6020	6823	7383

TABLE 8: ADVANCED PLACEMENT ENROLLMENTS AND EXAMS, 1989-90.

SCHOOL	# STUDENTS TAKING EXAMS	# EXAMS	% SUCCESSFUL EXAMS
AMERICAN	134	323	36
CAROL CITY	75	119	6
CENTRAL	45	78	15
CORAL GABLES	388	775	58
CORAL PARK	162	280	53
EDISON	61	95	26
HIALEAH	119	199	42
HIA-MIAMI LAKES	225	367	64
HOMESTEAD	58	86	45
JACKSON	49	84	56
KILLIAN	247	412	53
MIAMI	124	205	46
MIAMI BEACH	131	247	58
MIAMI SPRINGS	101	159	58
NORLAND	90	118	42
NEW WORLD SCHOOL	82	119	46
NORTH MIAMI	149	322	45
N MIAMI BEACH	224	383	70
NORTHWESTERN	39	54	22
PALMETTO	471	994	51
SCHL ADV STUDIES	1	1	100
SOUTH DADE	71	133	51
SOUTH MIAMI	170	218	69
SOUTHRIDGE	138	210	50
SOUTHWEST	112	176	39
SUNSET	233	392	64
TOTAL	3701	6551	52

TABLE 9: RACE AND ETHNICITY OF ADVANCED PLACEMENT STUDENTS, 1989-90.

GROUP	# STUDENTS	% STUDENTS	# EXAMS	EX/STU	% SUC
BLACK	491	5	792	1.6	33
HISPANIC	1503	10	2505	1.7	56
ANGLO	1288	18	2461	1.9	54

STUDENTS: NUMBER OF STUDENTS TAKING AP EXAMS.
% STUDENTS: PERCENT OF ALL 10TH AND 11TH GRADE STUDENTS FROM THIS PARTICULAR RACIAL OR ETHNIC GROUP WHO TAKE ADVANCED PLACEMENT COURSES.
# EXAMS: TOTAL NUMBER OF AP EXAMS TAKEN.
EX/STU: NUMBER OF STUDENTS DIVIDED BY NUMBER OF EXAMS. TELLS AVERAGE NUMBER OF EXAMS TAKEN BY EACH STUDENT.
% SUC: PERCENTAGE OF SUCCESSFUL EXAMS.

TABLE 10: TOTAL EXAMS SCORING 3-5 AS % OF 10-12 MEMBERSHIP.

COURSE	85-86	86-87	87-88	88-89	89-90
BIOLOGY	.30	.24	.24	.17	.16
CALCULUS	.69	.64	.58	.67	.70
CHEMISTRY	.13	.18	.13	.09	.12
COMP SCI	.17	.09	.15	.19	.12
PHYSICS	.07	.09	.11	.10	.14
SUBTOTAL MATH/SCI	1.36	1.24	1.21	1.22	1.24
AMER HIST	.72	.61	.80	.61	.51
ENGLISH	1.00	1.05	1.10	1.31	1.32
EUR HIST	.44	.39	.33	.37	.51
FOR LANG	.93	.84	1.13	1.12	1.38
ALL SUBJECT TOTAL	4.61	4.62	5.21	5.51	5.91

SOURCE: DCPS, **Statistical Abstract, 1990-91.** Math/Science subtotal: our calculation.

to face failing the AP exam. Schools do make honors and AP threatening and hostile to most students. An atmosphere of elitism and competition is encouraged which drives away the less confident and the less able students. As a result, students are not challenged to the limit of their abilities and instead coast through in easier classes. This could be changed. Schools could encourage a friendlier, more cooperative atmosphere in advanced course. Instead of having only a tiny handful of slots in these courses for a super-elite group of students, far more students should be enrolled. The idea that everyone can be successful through effort should be encouraged. Teachers have to be encouraged to emulate Jaime Escalante and convince students that they have it within them to be successful in a difficult enterprise. Teachers have to take over a much larger chunk of the time of students. Chester Finn in his new book, **We Must Take Charge**, says that American schools have typically occupied only 9% of the time of children. This time commitment has to be expanded if our children are to be successful in the new world of international competition where they will be facing rivals who spent much more time at school and studying.

In many situations, students who want to take AP and honors classes are discouraged from doing so by their counselors and teachers on the basis of test scores, course grades and behavior. AP and honors are reserved for only a grouplet of bright, middle class, well-behaved students. Some teachers and administrators are elitist snobs who derive pleasure from knowing that their programs are extremely exclusive. They do not care how much damage they do to the overall performance of all students, as long as their little program can succeed.

Middle class parents are adamant against widening admissions into AP and honors courses. The more elitist it is, the better they like it, as long as their child is on the inside. They are corralling the best resources of the DCPS for their own children. AP in particular represents a "private school, country club" education at public school prices. The best elite program within the DCPS (the International Baccalaureate at Coral Gables) provides a far more rigorous education than that provided at any private school in Dade County, but without the $10,000 annual tuition fee.

Chubb and Moe in **Politics, Markets and America's Schools** found that the best single indicator of a high school's academic performance is the number of students in AP and honors courses. This contributes more than any other factor toward higher test scores for students when one holds other factors such as race, ethnicity, SES, and gender constant. Putting more students into AP and honors courses is of great significance in overcoming other factors which might retard student academic performance. They correctly argue that you cannot just force unprepared students into AP and honors courses.

The recent study on Algebra by Robert Stephenson of the DCPS Office of Educational Accountability was an excellent exposition of what is necessary in order to prepare students for a difficult course. The same kind of careful preparation which this study recommended for Algebra is needed for all of the advanced high school courses. Our recommendations imply major changes in elementary and middle school curricula.

The DCPS receives funding from the state for each student who successfully achieves a score of three or better on an AP exam.

Evidently, the state funding is not adequate to motivate schools to encourage enough students to take AP courses. The District should encourage the Legislature to raise this funding.

The goal of increasing the number of students in AP courses can be achieved by the District administration's working with school staffs to emphasize the importance of advanced courses. School staffs will then be able to get this across to students and enrollments and successful tests will increase. There are more than enough students with high stanines to fill these classes. They simply are not taking the classes at the present time, largely because of a lack of encouragement.

We are concerned by the unwillingness of the District administration to set definite target numbers and dates for this and other quantitative indicators of performance. Unless they are willing to be specific about the goals and timetables, no real improvement can be expected. We understand their reluctance to make commitments which it is impossible to meet, but they must understand that they can set realistic goals and take appropriate action which will make the attainment of these goals probable. A lack of entrepreneurial drive and initiative is inherent in this unwillingness to set meaningful goals and timetables.

CHOICE SCHOOLS.

RECOMMENDATION 5: EACH HIGH SCHOOL SHALL BE BROKEN UP INTO A SERIES OF SCHOOLS WITHIN SCHOOLS ("CHOICE SCHOOLS") OF NOT MORE THAN 300 STUDENTS EACH. EACH CHOICE SCHOOL SHALL BE A MAGNET PROGRAM WITH ITS OWN THEME, CURRICULAR FOCUS, RECRUITMENT OF STUDENTS, AND PROGRAMMATIC AUTONOMY. THE CHOICE SCHOOLS SHALL BE

ADMINISTERED BY A LEAD TEACHER, ALONG WITH THE FULL INVOLVEMENT OF THE OTHER TEACHERS IN A SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING FORMAT. THE OVERALL SCHOOL'S PRINCIPAL WILL BECOME A BUILDING MANAGER, NOT THE INSTRUCTIONAL LEADER OF THE SCHOOL. CHOICE SCHOOLS SHALL COMPETE FOR STUDENTS AND SHALL BE HELD ACCOUNTABLE FOR THE ACADEMIC PERFORMANCE OF THEIR STUDENTS. CHOICE SCHOOLS WHICH ARE NOT SUCCESSFUL IN ATTRACTING STUDENTS OR ACHIEVING HIGH LEVELS OF ACADEMIC PERFORMANCE SHALL BE DISBANDED. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

High school enrollments in October, 1990, varied from 1800 students at Northwestern to 3800 at Braddock. National research has demonstrated that student academic achievement, attendance and dropout rates are most favorable in schools of 300 students. In such large schools as we have, students get lost. No teachers know them well as individuals. Students do not feel that it makes a difference whether they do their homework or not. They do not involve themselves in extracurricular activities, and no one urges them to do so. In our anonymous "factory schools", students sometimes form gangs to find substitute families. Students feel a real sense of personal insecurity in such schools.

Middle schools have acted appropriately to overcome the negative impact of large school size by "teaming". Most middle schools in Dade County do not carry teaming far enough. In an ideal team, a small group of teachers would remain with a small group of students for all three years in middle school. Teams would engage in contests, counseling, and course work together. Teams promote student involvement, high interest, and enthusiasm.

The teaming concept should be extended to high schools by creating "choice schools". We believe that having each student within a group of only 300 students who remain together for all four years in high school will give them a close personal connection to other students and to teachers. Such a reorganization will cut down on violence in high school, as well as skipping school and class and dropping out.

Choice schools will give each student and family a real selection of schools without necessarily increasing transportation costs. In the smallest school, Northwestern, students would have the option of six choice schools of 300 students each. In the largest, students would have a variety of 12 different choice schools. As individual choice schools developed a reputation for quality, the District might provide transportation funding so that students outside the high school's attendance boundary zone could attend. This increase in transportation costs could be controlled and gradual. Such an increase seems warranted over time if this would provide a substantial additional element of real choice to Dade's families.

Choice schools would not cost more than today's high schools. No increase in administrative costs should be allowed. The teachers themselves should handle the key decision-making tasks in the choice schools.

Choice schools should have a daily schedule like the middle schools: an advisory period of thirty minutes per day and then six class periods. The advisory period should be used for building camaraderie, self-esteem, counseling, contests, and academic, career and college advisement, as well as for sustained silent reading at least three days a week.

Choice schools will also increase teacher accountability. As it stands, in the large high schools the teachers also get lost, especially teachers teaching students given a low priority by the DCPS, the regular and basic students. In choice schools, each teacher will be held accountable by a small group of peers. Bonuses should be paid to the choice schools, not to the large overall school. Choice schools which do not attract students and which do not achieve high academic performance should be disbanded and the teachers reassigned. A new choice school with new teachers should be formed.

One choice school in each high school should offer a comprehensive program of Advanced Placement courses and should be linked to a dual enrollment program in a foreign country, such as Japan, Germany, France, Italy or Spain, or else to the International Baccalaureate Program operated out of Switzerland. These international programs should have world-class standards. Each student in the program should take a total program of intensive foreign language and AP courses all the way through high school, from ninth to twelfth grade. Students who are successful in passing the summative examinations established in the dual-enrollment country or by the IB program should be given special diplomas. The present practice of allowing students to enroll in such programs without taking a comprehensive set of AP courses and trying for the diploma should be abandoned. We feel confident, based on the heavy demand for existing IB and dual enrollment programs, that a significant number of students could be recruited for such programs at each high school. These international programs should not be primarily for students from other countries or for students specializing in foreign languages.

They should be just as strong in the math/science area as in the language and literature area. Simply put, these international programs should be the normative programs for students intending to go on to competitive colleges and universities.

An important principle in establishing choice schools is "less is more". Dade needs to move away from the shopping mall high school concept and toward a focus on worthwhile programs which are well integrated. If a normal six hour day comes about in high schools, the four academic courses would be taken by almost all students in their choice school. In most cases, the two elective courses would also be taken within the choice school in accordance with its academic or vocational orientation.

Students will complain that the narrower range of courses offered in the choice schools diminishes their freedom of choice. We feel that individual arrangements can be made to take courses outside the choice school in the case of certain specialized elective courses, but that on the whole the students would be better off with a narrower range of courses where they received more personalized instruction.

Choice schools have particular advantages for vocational students. Academic courses can be linked to their vocational specialty. Each high school would not try to offer every conceivable vocational specialty, but would concentrate on a few for which high student demand existed. These specialties would be taught at a higher level than most vocational courses are today. Students would begin to specialize in the ninth grade when they entered the choice school and by the twelfth grade they would be expected to have progressed far in their vocational knowledge. Apprenticeships can be arranged for eleventh and twelfth graders.

A close linkage between theory and practice can be developed. Arrangements can be made to continue vocational studies at the community college and university after leaving high school. Vocational programs do not have to be terminal high school programs.

Will choice schools diminish racial, ethnic, gender and social class integration in high schools? Every effort should be made to integrate each choice school, especially racially. At present, very little real integration exists in high schools, particularly for the students in the lowest and highest academic tracks. Within ostensibly integrated schools, there are some classes which are almost all white and others which are almost all black. School integration today is largely a facade. With choice schools, more attention could be paid to real integration at the classroom level. Each choice school could be held responsible for attracting a multicultural student body.

COURSE LEVEL ASSIGNMENTS: THE KEY CULPRIT IN LOW TEST SCORES.

RECOMMENDATION 6: STUDENTS SHOULD NOT BE ALLOWED TO TAKE COURSES BELOW THEIR ABILITY LEVELS AS SHOWN IN STANDARDIZED TESTS. AND STUDENTS WHO SHOW A PERSONAL INTEREST IN TAKING COURSES ABOVE THEIR ABILITY LEVELS SHOULD BE ENCOURAGED TO DO SO. READING COMPREHENSION SCORES SHALL BE USED AS THE BASELINE DATA FOR ENGLISH AND SOCIAL STUDIES CLASSES. MATH COMPUTATION SCORES SHALL BE USED AS THE BASELINE DATA FOR MATH AND SCIENCE COURSES. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

Our basic concern about the high schools is that they are not preparing students adequately for work, college and the responsibilities of adulthood. High school does not demand enough of the students. Standards are too lax. The organizational structure of high schools allows large numbers of students to graduate with minimal effort so that their own abilities are not challenged. The structure does not hold teachers accountable for the performance of students, so many teachers put in a minimal effort themselves. Schools are so large that many students get lost in the herd and sneak through high school with little exertion, little responsibility for their own choices, and little feeling of belonging.

The rhetoric of the high schools is individualism run rampant. "Students are responsible for their own choices. You get out of it what you put into it. The school makes excellent courses available, and you have only yourself to blame if you choose to slide by in the easy courses." High schools act as though teenagers can be trusted to choose the level of courses which they should take without adequate guidance. The counselors and teachers are not working hard to convince students to take the most rigorous courses. The school staff does not adequately inform students and their parents of the long-term consequences of their choices.

The decision on what courses to take should not be left up to students and their parents. In fact, it is not. Schools are very good at discouraging students from taking courses which they believe are too difficult for the students or courses in which they believe the students are too undisciplined to succeed. Schools are not at all good at encouraging the students to live

up to their learning potential. The schools leave open doors for students to go down to courses below their abilities, but schools do not unlock doors for students to enter courses above their ability levels. If schools ensured that students did not take courses below their ability levels, important increases in student academic achievement would take place. If schools went further and encouraged students who demonstrate an interest in taking courses above their ability levels to do so, even better results would occur.

We cannot trust the students, their parents or the schools to upgrade course choices. Intervention by higher authority is required, perhaps in the form of incentives to schools and students to take more rigorous courses. We need what could be termed "controlled choice". Students should not be allowed to take courses below their ability levels, but they might be offered the choice of several different academic programs which will each, in its own way, challenge their abilities.

What goes on in high school affects more than just the students themselves. Our entire nation is losing its economic race with Japan and other countries because of the low quality of our educational system. And Miami is the worst-off among the fifty top cities in the United States in terms of blue-collar wages and the skill level of its workers, according to a story in **Fortune**, October 22, 1990. Society needs to step in and change the high schools, both nationally and locally, in order to ensure our economic competitiveness. Furthermore, a poor education also exacerbates problems such as the divorce rate, drug and alcohol abuse, unemployment, welfare dependency, teenage pregnancy, and crime. If we had a more effective high school education, our social problems would be less severe.

REGULAR CLASSES.

We were surprised to realize that some high schools have now split the regular classes into a college-bound track and a non-college track. This means that there are now five tracks, instead of four tracks, for students who are not in special education. This seems vastly excessive to us. Such tracking accelerates the tendency for the United States to become divided by social class, ethnicity and race. Tracking prevents students assigned to the lower tracks from reaching their full personal potential. Teachers may like the convenience of a purely homogeneous class, but they are not doing a good job of imparting knowledge in tracked classes. Some other answer must be found than more and more finely divided tracks.

We have interviewed students in Regular classes who resented the privileges granted to Honors and AP students in the form of field trips, more interesting reading, and more stimulating classes. They were painfully aware that the best teachers are assigned to the advanced courses. We know students who tried hard to get into Honors classes, but were put into Regular classes against their will because of their stanines. Racial, ethnic and class discrimination plays an important part in this, because high income Anglo parents are usually successful in enrolling their children in Honors and AP courses, regardless of stanines. It is not in the best interests of the people of Dade County that students who want to get into Honors and AP courses be refused this. They should be allowed in with the clear understanding that they have to stay for the entire year. Too

much moving around of students from class to class after the school year has begun already takes place. Students can make up the class at another level in summer school if they fail.

BASIC COURSES.

RECOMMENDATION 7: BASIC CLASSES SHALL BE PHASED OUT FOR ALL SUBJECTS EXCEPT ENGLISH AND MATH. THIS SPECIFICALLY MEANS PHASING OUT BASIC COURSES IN SCIENCE. IN ENGLISH AND MATH, BASIC CLASSES SHALL BE RESTRUCTURED TO ENHANCE STUDENT INTEREST AND TO EMPHASIZE CRITICAL THINKING. DCPS STATISTICS INDICATE THAT SIGNIFICANT NUMBERS OF STUDENTS THIS YEAR ARE TAKING BASIC SCIENCE COURSES. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

RECOMMENDATION 8: BASIC CLASSES SHALL BE STAFFED ONLY WITH EFFECTIVE TEACHERS. SPECIAL EFFORTS SHOULD BE MADE TO REMEDIATE OR FIRE TEACHERS OF BASIC COURSES WHO ARE NOT EFFECTIVE, I.E., WHO ARE NOT DOING A GOOD JOB IN IMPARTING KNOWLEDGE AND SKILLS TO THEIR STUDENTS AS MEASURED BY STUDENT PERFORMANCE ON PRE- AND POST-TESTS. THE PRESENT PRACTICE OF ONLY FIRING TEACHERS WHO COMMIT CRIMINAL VIOLATIONS OR ARE OBVIOUSLY MENTALLY DISTURBED IN MOST SCHOOLS SHALL BE SUPERCEDED BY A NEW PRACTICE WHICH ALSO TAKES INTO ACCOUNT TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

Strong statistical evidence exists that many students in Honors courses today are learning no more than students in Regu-

lar classes, but they are receiving considerably higher grades, especially when honors points are added in. [DCPS, OEA, "Subject-Area Testing: Algebra I Results for 1988-90 Overall and By-Objective", May, 1991.] Social class and racial/ethnic discrimination helps to determine which students go into Honors and AP courses. Teachers of these courses are not always more effective in imparting material to their students than teachers in Regular and Basic classes (although on the average this is be true), but they are more considerate of their students when it comes to giving out grades. Since what we are interested in is upgrading the total amount of learning going on, rather than simply upgrading the section assignments of the students, it would do no good to shovel even more students into higher level if they would not be learning any more than students in lower level courses.

Many assistant principals with whom we talked in preparing this study acknowledged that the brightest, best educated, and most highly motivated teachers were assigned to the AP classes. In some cases, teachers who taught Basic classes also taught Regular. In other cases, some teachers had loads which consisted totally of Basic classes. The assistant principals indicated that teachers who were assigned exclusively to Basic courses shared certain personality traits with their students, implying low intelligence and poor motivation.

We believe that many teachers are teaching Basic courses who do not belong in the schools. They are too poorly educated to be effective or burned out and not interested in becoming successful teachers. However, the schools do nothing to remedy this problem because they do not value the students in the Basic classes. Our school system cares more about providing the ineffective teachers

with a job for life, regardless of how poor their job performance is, than with providing a decent education for students in the Basic courses. Racial, ethnic and social class bias conspire to give a poor education to these students.

The assignments in Basic classes mostly consist of rote work on simple material which is boring to the students and which does not teach them what they need to know to be successful in life. For instance, most people who have trouble in keeping their jobs do so because they do not take responsibility (such as coming to work on time) and do not know how to get along with other people in a joint activity. Boring seatwork in Basic classes does not teach them responsibility or cooperation. It teaches them instead to hate school and work and to feel resentful and irresponsible.

Basic courses should be retained in English and Math for the time being because of the step by step nature of learning in those disciplines. However, instruction should be made lively and interesting to the students. Effective teachers should be placed in these courses.

The important step which can be taken at this time is eliminating Basic courses in natural science. As can be seen in Table 8, there are 3802 students in Fundamentals of Physical Science and 4826 in Fundamentals of Biology. These two courses violate the principle that there should be no Basic courses outside of English and Math, and these courses should be eliminated. Beyond this, serious consideration should be given to the idea of restricting students from taking any science course other than Biology, Chemistry and Physics who has not already taken these courses. Earth/Space Science, Ecology, and Anatomy and

TABLE 11: HIGH SCHOOL SCIENCE COURSE ENROLLMENTS BY RACE AND ETHNICITY. (Courses with over 1000 students, plus AP courses.)

COURSE	BLACK	ANGLO	HISP	TOTAL
FUNDA PHYSICAL SCI	1655	345	1802	3802
EARTH/SPACE SCIENCE	671	224	636	1531
FUNDA BIOLOGY	2075	408	2343	4826
ECOLOGY	976	401	1221	2598
ANATOMY & PHYSIOL	768	300	1004	2072
GENERAL SCIENCE	502	114	767	1383
CHEMISTRY I	1798	1429	2366	5593
PHYSICAL SCIENCE	4558	2192	7778	14528
BIOLOGY I	3601	1859	6859	12319
PHYSICS I	335	396	409	1140
CHEM I HONORS	613	920	1080	2613
PHYS SCI HONORS	801	1342	1384	3527
BIOLOGY I HONORS	886	1570	1643	4099
MARINE BIOLOGY	737	908	1958	3603
AP PHYSICS B/C	25	46	53	124
AP CHEMISTRY	47	112	84	243
AP BIOLOGY	58	154	134	346
TOTAL	20106	12720	31521	64347

TABLE 12: HIGH SCHOOL SCIENCE COURSE ENROLLMENTS BY PERCENTAGE RACE AND ETHNICITY. (Courses with over 1000 students, plus AP courses.)

COURSE	BLACK	ANGLO	HISP	TOTAL
FUNDA PHYSICAL SCI	44	9	47	100
EARTH/SPACE SCIENCE	44	15	42	100
FUNDA BIOLOGY	43	8	49	100
ECOLOGY	38	15	47	100
ANATOMY & PHYSIOL	37	14	48	100
GENERAL SCIENCE	36	8	55	100
CHEMISTRY I	32	26	42	100
PHYSICAL SCIENCE	31	15	54	100
BIOLOGY I	29	15	56	100
PHYSICS I	29	35	36	100
CHEM I HONORS	23	35	41	100
PHYS SCI HONORS	23	38	39	100
BIOLOGY I HONORS	22	38	40	100
MARINE BIOLOGY	20	25	54	100
AP PHYSICS B/C	20	37	43	100
AP CHEMISTRY	19	46	35	100
AP BIOLOGY	17	45	39	100
TOTAL	31	20	49	100

TABLE 13: PERCENTAGE OVER- AND UNDER-REPRESENTATION OF HIGH SCHOOL SCIENCE COURSE ENROLLMENTS BY RACE AND ETHNICITY. (Courses with over 1000 students, plus AP courses. Compared with percentage of all students enrolled in large course, plus AP. American Indian and Asian eliminated because of small numbers.)

COURSE	BLACK	ANGLO	HISP
FUNDA PHYSICAL SCI	42	-55	-4
EARTH/SPACE SCIENCE	42	-25	-14
FUNDA BIOLOGY	39	-60	0
ECOLOGY	23	-25	-4
ANATOMY & PHYSIOL	19	-30	-2
GENERAL SCIENCE	16	-60	12
CHEMISTRY I	3	30	-14
PHYSICAL SCIENCE	0	-25	10
BIOLOGY I	-6	-25	14
PHYSICS I	-6	75	-27
CHEM I HONORS	-26	75	-16
PHYS SCI HONORS	-26	90	-20
BIOLOGY I HONORS	-29	90	-18
MARINE BIOLOGY	-35	25	10
AP PHYSICS B/C	-35	85	-12
AP CHEMISTRY	-39	130	-29
AP BIOLOGY	-45	125	-20

SOURCE: DCPS, "COURSE DATA FOR CYCLE 901: AS OF OCTOBER 15, 1990." (This gives the total number of students. Percentages are our calculation.)
COURSE DEFINITIONS: All of these courses are a year long and include laboratory work. Courses above the Basic level carry credit for the Florida Scholars program.
FUNDAMENTALS OF PHYSICAL SCIENCE: For ninth grade. Introduction to physics and chemistry. Basic level.
EARTH/SPACE SCIENCE: Regular level.
FUNDAMENTALS OF BIOLOGY: Basic level.
ECOLOGY: Regular or Honors.
ANATOMY AND PHYSIOLOGY: Regular level.
GENERAL SCIENCE: Regular level.
CHEMISTRY I: Regular level.
PHYSICAL SCIENCE: Regular level. Ninth grade.
BIOLOGY I: Regular level.
PHYSICS I: Regular level.
CHEMISTRY I HONORS.
PHYSICAL SCIENCE HONORS.
BIOLOGY I HONORS.
MARINE BIOLOGY: Regular or Honors.
AP PHYSICS.
AP CHEMISTRY.
AP BIOLOGY.

Physiology are being offered as "gut", off-brand science courses to students who might find Biology, Chemistry and Physics challenging. This is a poor solution to the problem. Instead, methods should be devised to make Regular Biology, Chemistry, and Physics accessible and interesting to students who would otherwise take Basic and off-brand science courses.

PRE- AND POST-TESTS IN HIGH SCHOOL COURSES.

RECOMMENDATION 9: BY THE 1996-97 SCHOOL YEAR, THE DISTRICT SHALL HAVE IN PLACE PRE- AND POST-TESTS FOR ALL OF THE LARGER HIGH SCHOOL COURSES. TEACHER EVALUATION SHALL BE CHANGED (THROUGH THE COLLECTIVE BARGAINING PROCESS) TO INCLUDE STUDENT PERFORMANCE ON SUCH TESTS OVER A THREE YEAR PERIOD RELATIVE TO OTHER TEACHERS WITH SIMILAR MIXES OF STUDENTS. STUDENT TEST SCORES SHALL BE USED IN CONJUNCTION WITH OTHER MEANS, SUCH AS DIRECT CLASSROOM OBSERVATIONS BY SUPERIORS AND PEERS, TO EVALUATE TEACHERS. A STRONG DISTRICT COMMITMENT SHALL BE MADE THAT ALL HIGH SCHOOL TEACHERS WHO ARE NOT EFFECTIVE SHALL BE REMEDIATED AND IF THIS IS NOT SUCCESSFUL, THEY SHALL BE FIRED. A TIMETABLE AND STRATEGY IS REQUIRED FOR THE ACHIEVEMENT OF THIS GOAL. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

The DCPS is currently implementing a series of pre- and post-tests in major high school courses. The problem is the use to which these tests are put. A crucial problem in improving student academic achievement is restoring a sense of personal

accountability to the teachers. Our high schools have significant numbers of ineffective, burnt-out teachers who are allowed to go on giving minimal service year after year. In far too many cases, the inadequacies of these teachers are not noted and remediation is not provided. To be sure, many excellent teachers provide high quality courses even in the absence of effective oversight.

Teachers are essentially unsupervised. As long as they go through the motions, they will keep their jobs and get their across-the-board pay raises each year. They can put their energies into their moonlighting jobs or their golf games. They do not have to work together with other teachers as a team. They are essentially alone in their own classroom. If they cover the curriculum, no matter in how uninspired a fashion, they will survive.

The lack of responsibility which high school teachers currently have toward the performance of their students is summed up in the saying, "I get paid whether you learn or not", which high school teachers in Dade County, particularly in inner city schools and Basic classes, frequently use to taunt students. This statement infuriates students and confirms them in their belief that the teachers really do not care whether they learn anything. Teachers today are not being held accountable for the academic success or failure of students. As long as this is true, we can expect continued low levels of achievement among Dade high school students which is directly caused by the failure of teachers to teach well.

The best idea that we have seen for increasing teacher accountability is to establish pre- and post-tests for each of

the larger courses. The performance of the students of an individual teacher could be tracked over several years. If a teacher was consistently achieving results which were poorer than those of other teachers with a similar mix of students (to be determined by residual scores controlling for socio-economic status, Stanford scores, ethnicity, race, gender, and other relevant variables), then the situation should be further investigated by superiors or peers. The teacher should be counseled on effective teaching techniques. A program of remediation should be prescribed. If sufficient improvement was not forthcoming, the teacher should be terminated. We believe that this would finally restore accountability to the classroom.

One important concern is whether this new system of teacher accountability could be achieved through the collective bargaining process. We are unable to see that collective bargaining in the real sense of the term really goes on in Dade County. The active partner appears to be the teachers' union which makes the proposals and gets what it wants most of the time. The School Board and administration do not appear to make proposals and do not demonstrate a united strategy to get what they want. Since the School Board and the administration have many measures which they can use to negotiate greater teacher accountability, we must ask why they do not use them. Higher salaries for teachers should be made contingent on greater degrees of accountability for teachers. More power for teachers through SBM/SDM should be balanced by strong measures to improve teacher effectiveness in the classroom. We need to stop giving more and more money and power to the teachers without getting anything from them in return. We strongly support collective bargaining, but it is

time that both sides brought something to the table. A real process of give and take is needed. For too long, constructive ideas for change have been ruled out because they are unacceptable to the teachers' union.

People who think that only those ideas can be advanced which have the active support of the teachers' union do not understand collective bargaining or the nature of unions. The UTD is a savvy, powerful, pragmatic organization. It would give up the incompetent teachers if, by doing so, it could win major benefits for the competent teachers. The UTD will not be the party to bring such proposals to the table, but if the School Board does so, the UTD will listen seriously to what is offered.

We believe that a strong UTD has greatly benefited education in Dade County. We want it to continue to do so. But we also think a strong School Board and a strong administration is needed if our schools are to improve. We have gone as far as it is possible to go in improving schools using only methods which are enthusiastically endorsed by the UTD. We need now to move on to new measures which the UTD will be more reluctant to accept, but which the UTD will sign off on in exchange for other benefits.

We agree that good labor relations are important for the District, but this cannot be taken to the extreme to which it was taken to by Leonard Britton and Joe Fernandez where it was all give by the School Board and all take by the UTD. Good labor relations imply true reciprocity. The people of Dade County would support increased teacher salaries and more measures of professionalization, including aspects of teacher power within schools, in exchange for measures to oust incompetent teachers and bring about real accountability.

ENGLISH COURSES.

Our argument about the problem of ability grouping can best be illustrated in the case of English courses. These courses are a major system priority: "to increase the ability of students to utilize standard English in speaking and writing". [DCPS, "District Strategic Plan: 1990-95".] These courses are basic tools for success in other academic and vocational subjects and in the local job marketplace. In order to show the overall breakdown of course levels, we will use senior year English courses, a required course for all students. Of all students, 21% are at the Skills (Basic) level, 62% at the Regular level, 11% at the Honors level, and 5% at the Advanced Placement level. However, African-Americans and Hispanics are over-represented in the Basic courses, and under-represented at every other level, while the reverse is true for Anglos. The higher the level of the course, the greater the extent of African-American and Hispanic under-representation, while the reverse is true for Anglos, reaching an extreme of 95% Anglo over-representation in the AP course. The general pattern of District weakness in upper level courses becomes a total disaster when African-Americans and Hispanics are looked at exclusively.

In the long term, improving the number of students taking advanced English courses and eliminating the disparities between racial and ethnic groups will require work at every grade level from kindergarten to twelfth, and even adding substantial numbers

TABLE 14: RACIAL/ETHNIC BREAKDOWN OF SENIOR YEAR ENGLISH COURSES BY LEVEL.

NUMBER OF STUDENTS:

LEVEL	BLACK	ANGLO	HISPANIC	ALL
SKILLS	1301	227	1735	3263
REGULAR	3023	2144	4303	9470
HONORS	503	586	661	1750
AP ENG LIT	199	358	266	823
TOTAL	5026	3315	6965	15306
PERCENT OF ALL STUDENTS IN THE RACIAL/ETHNIC CATEGORY BY LEVEL:				
SKILLS	26	7	25	21
REGULAR	60	65	62	62
HONORS	10	18	9	11
AP ENG LIT	4	11	4	5
TOTAL	100	100	100	100
PERCENT OF ALL STUDENTS IN LEVEL BY RACIAL/ETHNIC CATEGORY:				
SKILLS	40	7	53	100
REGULAR	32	23	45	100
HONORS	29	33	38	100
AP ENG LIT	24	43	32	100
TOTAL	33	22	46	100
PERCENT OVER- OR UNDER-REPRESENTATION BY ETHNIC/RACIAL GROUP.				
SKILLS	21	-68	15	
*				
REGULAR	-3	5	-2	
HONORS	-12	50	-17	
AP ENG LIT	-27	95	-30	

SOURCE: DCPS, "COURSE DATA FOR CYCLE 901: AS OF OCTOBER 15, 1990." (This gives the total number of students. Percentages are our calculation.)

TABLE 15: ADVANCED COURSES.

SCHOOL	LANGUAGE ARTS AP		LANGUAGE ARTS HONORS		LANGUAGE ARTS AP + HONORS	
	#	%	#	%	#	%
AMERICAN	80	2.6	366	12.1	446	14.7
CAROL CITY	43	1.7	289	11.6	332	13.3
CENTRAL	40	1.6	275	11.0	315	12.6
CORAL GABLES	386	15.2	742	29.1	1128	44.3
CORAL PARK	49	1.6	368	12.1	417	13.7
EDISON	14	0.6	113	4.5	127	5.1
HIALEAH	36	1.2	173	5.9	209	7.1
HIA-MIAMI LAKES	67	2.4	301	10.7	368	13.1
HOMESTEAD	15	0.7	260	11.9	275	12.6
JACKSON	33	1.1	311	10.1	344	11.2
KILLIAN	82	2.9	389	13.8	471	16.7
MIAMI	25	0.8	201	6.2	226	7.0
MIAMI BEACH	17	0.7	296	12.3	313	13.0
MIAMI SPRINGS	10	0.3	283	10.2	293	10.5
NORLAND	56	2.2	208	8.0	264	10.2
NORTH MIAMI	77	3.3	249	10.8	326	14.1
N MIAMI BEACH	42	1.6	329	12.4	371	14.0
NORTHWESTERN	45	2.3	256	12.9	301	15.2
PALMETTO	174	7.7	640	28.2	814	35.9
SOUTH DADE	41	2.1	292	14.8	333	16.9
SOUTH MIAMI	27	1.1	204	8.2	231	9.3
SOUTHRIDGE	43	1.4	312	10.3	355	11.7
SOUTHWEST	7	0.2	172	6.0	179	6.2
SUNSET	58	1.6	328	9.0	386	10.6
ALL-SCHOOL AVERAGE	61	2.4	307	11.5	368	13.9

SOURCE: DCPS, **District and School Profiles, 1989-90.**

of additional pre-school enrollments. While there is only a limited contribution that high schools themselves can make toward improving the overall outcomes, what can be done should be done. The difficulty is that the high schools are not giving high enough priority to shifting students toward the more demanding courses. The high schools do not give this priority because the District does not give this priority.

INCREASED READING ACTIVITY FOR UNDER-PERFORMING STUDENTS.

RECOMMENDATION 10: EACH HIGH SCHOOL STUDENT WHO SCORES UNDER 50 ON THE STANFORD ACHIEVEMENT TEST READING COMPREHENSION TEST SHALL SPEND AN HOUR A DAY READING FOR COMPREHENSION IN BOOKS OF HER OR HIS CHOICE. EACH FRIDAY, THE STUDENT SHALL WRITE AN ESSAY ON THE READING FOR THE PREVIOUS WEEK. THIS CAN BE ACHIEVED THROUGH ELIMINATING ELECTIVES FOR SUCH STUDENTS OR REQUIRING THEM TO TAKE SUMMER SCHOOL. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

The simple reason why Dade students perform so poorly in standardized tests of reading comprehension is that they read so little. People who spend time in other cities notice that the general population elsewhere reads much more in public than people do in Miami. In other cities, it is very common to see passengers on public buses immersed in books. This does not happen often here. Home appraisers with experience in other cities say that many houses are full of books elsewhere, but few homes have books in Dade. Our economic structure does not include many

industries which rely on highly educated workers. Miami has always relied on tourism, retirement, trade, and agriculture. High tech industry established only a weak foothold here, which is now being wiped out.

If Dade's families cannot be relied upon to promote reading at home, the schools will have to take up this task, particularly for students who are falling behind. The best and simplest measure to improve reading outcomes is to require each student who scores below 50 on reading comprehension standardized tests to spend an hour a day in school reading. This can be reading for pleasure, but it should be evaluated on the basis of weekly written essays dealing with some interesting aspect of what has been read. A similar program is in effect at Hammocks Middle School for half a year of one grade level. Hammocks has a "Reading Lab" course which includes daily sustained silent reading in recreational books (novels of interest to students) and a weekly writing assignment on what has been read. This works well at Hammocks and helps to account for that school's very positive residuals in Reading Comprehension on the Stanford test.

The Count On Reading (COR) Program has not worked well at the high school level. Even if it may have increased the total amount of recreational reading being carried out by Dade's high school students, it has not necessarily reached the students who need the most help, due to its voluntary nature. We need a compulsory reading program during school time. For many high school students, homework assignments are a total waste, since they never do them. Anything not carried out in class is simply not done. We believe that an adequate educational program can be developed even for students who never do homework. There is

enough time in the school day to give an adequate education to students who have no intention of going to college. This is not preferable—we would wish that every student did significant amounts of homework each night—but it is realistic.

THE BUDGET CRISIS AND THE WRITING ENHANCEMENT PROGRAM.

RECOMMENDATION 11: THE WRITING ENHANCEMENT PROGRAM SHALL BE MAINTAINED IN DADE'S HIGH SCHOOLS, EVEN IF STATE FUNDING IS NO LONGER AVAILABLE. CUTS SHALL BE MADE IN LOWER PRIORITY COURSES OR BUREAUCRATIC FUNCTIONS TO PAY FOR THE WRITING ENHANCEMENT PROGRAM OR LESS FREQUENT WRITING ASSIGNMENTS SHALL BE REQUIRED, BUT A CONTINUATION OF REGULAR WRITING ASSIGNMENTS IN HIGH SCHOOL ENGLISH COURSES IS A NECESSITY. IF NECESSARY, CLASS SIZES CAN BE SLIGHTLY INCREASED AND WRITING ASSIGNMENTS MADE SLIGHTLY LESS FREQUENT, BUT THE PROGRAM SHOULD CONTINUE.

As the full ramifications of the state budget crisis have become clear, the most devastating impact on high schools is that the Legislature has ceased to fund Senator Jack Gordon's Writing Enhancement Program. This program establishes that each student will carry out a writing assignment each week and that each English teacher will have no more than 20 students in each of five classes. In this way, teachers will have the time to grade student writing. This cut reflects an absence of good judgement on the part of the Legislature and the persistent push for lower standards on the part of school boards, educational administrators, and teachers' unions across the state. The educational establishment has a loathing of required weekly writing assign-

ments, even when accompanied by funding for small classes, because grading all those papers is real work.

A similar Gordon Rule writing requirement exists in the state's universities and community colleges. Teachers, whether at the college or high school level, do not like to grade large numbers of student papers. The Gordon Rule gave the schools the money, however, so that teachers would have only a reasonable number to grade. The Gordon Rule has been associated with significantly higher levels of student writing achievement on the CLAST (College Level Academic Skills Test). Students in Florida are writing better today than they were in 1980 because of the Gordon Rule. This is a clear demonstration that a well thought-out program can make a difference.

The DCPS is spending money on many academic programs and bureaucratic functions which should have lower priority than the Writing Enhancement Program. If cuts have to be made, they should not be made in writing, one of the few programs that we know is effective. Our first concern would be to save money elsewhere: unnecessary bureaucratic functions ("administrative support activity") could be curtailed; higher class size could be created in other courses or less essential courses could be dropped so that the writing enhancement program can be maintained intact. If this is not possible, the Writing Enhancement Program in Dade should be redefined. Perhaps students could be required to write once every two weeks instead of every week. Efforts could be made to keep these writing classes smaller than other classes so that more papers could be graded, even if the number could not be held at twenty per class.

SPANISH COURSES.

RECOMMENDATION 12: BY THE 1996-97 SCHOOL YEAR, THE PROPORTION OF STUDENTS TAKING SPANISH III AND IV AND SPANISH-S III AND IV, AS WELL AS ADVANCED PLACEMENT SPANISH COURSES, SHALL DOUBLE. A TIMETABLE AND STRATEGY IS REQUIRED TO ACHIEVE THE DOUBLING INDICATED.

Dade has the potential to be a truly bilingual city if only our public school system were effective enough. As it stands, our schools are not even able to teach many students to use one language properly, but we can hope for the day when English is well-taught in the DCPS and most students also master the Spanish language at a level where they can use it effectively for reading, conversation, and business correspondence. Of course, our schools are turning out a significant number of students who are demonstrably bilingual. This would certainly be the case with those students who pass the Advanced Placement tests in Spanish Language or Spanish Literature. In 1990, 776 Dade students, mostly Hispanic females, won scores of 3-5 on foreign language exams, particularly in Spanish. Some 88% of Dade students taking the AP exams in foreign languages passed, far higher than the national norm which was 70% passing. And many students took and passed the AP exam in Spanish who had not even taken the AP Spanish course.

These numbers indicate that few students are graduating from Dade's high schools with a good ability to read serious works of literature or write business letters in Spanish. Native

TABLE 16: ENROLLMENTS IN SPANISH COURSES BY RACE AND ETHNICITY.

COURSE	BLACK	ANGLO	HISP	TOTAL
SPANISH I	4764	2876	645	8285
SPANISH-S I	28	282	4367	4677
SPANISH II	2518	1882	367	4767
SPANISH-S II	23	205	4463	4691
SPAN II HONORS	163	360	43	566
SPANISH III	328	491	134	953
SPANISH-S III	12	70	1895	1977
SPAN III HONORS	94	225	48	367
SPAN-S III HONORS	2	11	262	275
SPANISH IV	63	97	28	188
SPANISH-S IV	4	29	596	629
SPAN IV HONORS	48	130	19	197
SPAN-S IV HONORS	0	4	236	240
AP SPAN LANGUAGE	15	63	416	494
AP SPAN LITERATURE	2	9	260	271

SOURCE: DCPS, "COURSE DATA FOR CYCLE 901: AS OF OCTOBER 15, 1990."
NOTES:
Spanish-S is for speakers of Spanish.
Many of the students taking Spanish and Spanish-S I, II and III are in middle school.
Since the ethnic and racial disparities are obvious, they will not be plotted.
More females than males took the upper level Spanish courses in every ethnic and racial group.

speakers, of course, can carry on conversations in "street Spanish" or, as it is becoming in Miami, "Spanglish", but competent fluency and literacy in grammatically correct Spanish is declining. Very few African-American and Anglo students can even carry on fluent conversations in Spanish by the time they graduate from high school. It is likely that recent immigrants will have advantages over both native English speakers and over native Miamians who are native Spanish speakers when it comes to jobs which demand the correct usage of Spanish in business correspondence. This is not necessary.

We consider that the effective teaching of Spanish is a high priority in the Dade County schools. We need a serious effort at all levels to ensure competent instruction and high standards of language mastery for the students. Teachers who are not successful in moving their students along appropriately should be assisted in becoming more effective. If they do not improve, they should be fired.

IMPROVING PREDOMINANTLY AFRICAN-AMERICAN HIGH SCHOOLS.

It is very difficult and unusual for an inner city high school to achieve a positive residual, particularly in view of the exclusion of socio-economic status from the equation generating these residuals. However, Northwestern did achieve a positive residual, primarily on the basis of the ninth grade which was then known as the Superintendent's Academy and later as the Center for Academic Excellence. This experiment in restaffing and new curriculum ran into big political problems, but it was a

brilliant success in turning that grade around academically. We very much hope that the political problems will be ironed out and that this model of restaffing and new curriculum will be applied to high schools all over Dade County, but especially in the inner city schools.

We hear reports that restaffing is going on at Northwestern under the new principal, Dr. James Monroe, and that higher levels of academic expectations are being promulgated. We are concerned, however, that the racial staffing ratios are being tilted toward more white teachers. This is a problem primarily in terms ofthe ability of teachers to maintain discipline.

A key cause of the increased level of violence in African-American high schools in Dade is the drop in discipline caused by the decline in the percentage of black teachers. White teachers in these schools are often too diffident, too fearful of the students, too ignorant of the culture of the students to know the right way and the wrong way to impose order. In order to create a school culture conducive to student academic success, we believe that 51% of the teachers should be black in schools with 80% or more of African-American students. Today, only 19% of all high school teachers in Dade are black, even though 31% of the students are. At the elementary level, 29% of the teachers and 34% of the students are black. Our District needs a massive effort to recruit large numbers of effective black high school teachers and to place them in the predominantly black high schools.

RECOMMENDATION 13: BY THE 1996-97 SCHOOL YEAR, THE STAFF AT EACH HIGH SCHOOL WITH OVER 80% AFRICAN-AMERICAN STUDENTS SHOULD BE 51%

AFRICAN-AMERICAN. THE TOTAL PROPORTION OF AFRICAN-AMERICAN HIGH SCHOOL TEACHERS EMPLOYED BY THE DCPS SHALL INCREASE FROM THE PRESENT LEVEL OF 19% TO 31% TO EQUAL THE PERCENTAGE OF AFRICAN-AMERICAN HIGH SCHOOL STUDENTS IN DADE. HIGHLY KNOWLEDGEABLE AND EFFECTIVE HIGH SCHOOL TEACHERS OF AFRICAN DESCENT SHALL BE RECRUITED IN THE UNITED STATES AND INTERNATIONALLY. INCREASING THE PROPORTION OF AFRICAN-AMERICAN TEACHERS SHALL CONTRIBUTE TOWARD ESTABLISHING A FIRMER LEVEL OF DISCIPLINE IN THE PREDOMINANTLY AFRICAN-AMERICAN HIGH SCHOOLS. THIS RECOMMENDATION WILL ALSO ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

This is also necessary in order that political dominance within the school's staff be placed in the hands of African-American teachers (and parents) through School-Based Management/Shared Decision-Making. At the present time, with a white teacher majority, SBM/SDM is leading schools to de-emphasize the role of African-American history and culture. Students are very upset about this. We believe that restaffing is called for in order to assure competent teachers in these schools, but would hope that the proportion of black teachers would be increased, rather than decreased.

Miami has always had a multi-national African-American community. In its early years, over half of Miami's blacks were born in the Bahamas. Today, 30% of Miami blacks come from countries such as Haiti and Jamaica. This multi-national character of the Miami African-American community can be used to good effect in hiring new black teachers. Even though a great shortage exists in the United States of well qualified American black

teachers, an abundant supply of very well qualified teachers exists in the Bahamas, Jamaica, Haiti and Africa. The DCPS should concentrate more of its recruiting efforts abroad.

We also support a compulsory course in African-American history and culture in every high school where 80% or more of the student population is black.

RECOMMENDATION 14: A COMPULSORY YEAR-LONG COURSE IN AFRICAN-AMERICAN HISTORY SHOULD BE ESTABLISHED IN EACH SCHOOL WITH OVER 80% AFRICAN-AMERICAN STUDENTS. THIS COURSE SHOULD DEVOTE ONE GRADING PERIOD EACH TO THE FOLLOWING TOPICS: AFRICAN HISTORY AND CULTURE; AFRO-CARIBBEAN HISTORY AND CULTURE; AFRICAN-AMERICAN HISTORY AND CULTURE; AND THE CONTEMPORARY SITUATION OF AFRICAN AMERICANS. THIS COURSE SHOULD BE TAUGHT AT THE HIGHEST ACADEMIC STANDARDS. IT SHOULD BE A COURSE BASED ON FACT, NOT MYTH. THIS RECOMMENDATION WILL ASSIST IN RAISING STUDENT TEST SCORES AND NARROWING THE GAP BETWEEN ANGLO AND MINORITY SCORES.

Students have told us that they want such a course. We are hopeful that such a course would serve to interest students more in their own educations. The course should cover African civilizations, with special emphasis on the culture of West Africa, from where most New World slave originated. One part of the course should be on Afro-Caribbean culture and history, in order to be relevant to the 30% of Miami's black community who come from the Caribbean, and to promote multicultural understanding within the black community. The last half of the course would focus on the United States, including the history and culture of African-Americans and today's problems and prospects. We

understand that non-African-American students in these schools would also be required to take this course, but we consider this to be one of the benefits which they would derive from attending a predominantly African-American school.

We would prefer to address the problems of these schools through comprehensive integration. In particular, no school should be allowed to have such a high concentration of students from low-income families as Northwestern has. However, the School Board, perhaps accurately reflecting the will of both the black and white electorate in Dade County, has seen fit not to proceed with Superintendent Joe Fernandez's plan to integrate all of the high schools. If we cannot bring about integration, then at least we should make these schools of good academic quality and of higher relevance for their students.

People who think that putting more white teachers in these schools is a meaningful step toward integration are profoundly misled. Anyone who imagines that we become a more "unitary" school district by having a majority of white teachers in every school in the county is profoundly mistaken. It appears that the court order desegregating Dade's schools is being willfully misinterpreted by those who want to give blacks all of the negative aspects of segregation (schools which have very high proportions of low-income blacks for a significant number of students) and take all of the benefits of integration for whites (job dominance in every school in the District). What is going on in many inner city schools today is simply educational genocide. The DCPS is making it impossible for large numbers of African-American children to learn enough to get good jobs or go to college.

No evidence exists that these white teachers are being successful in raising the academic achievement level of the schools. What is required is to purge these schools of all of their incompetent teachers, white or black, and then to restaff them with competent teachers, 51% of whom are African-American, and for these teachers to construct a new and more meaningful curriculum for the students.

SCHOOL AND COMMUNITY SERVICE.

RECOMMENDATION 15: EVERY HIGH SCHOOL STUDENT SHALL CARRY OUT A SIGNIFICANT PROGRAM OF SCHOOL OR COMMUNITY SERVICE EACH YEAR. EACH STUDENT SHALL SPEND AT LEAST TWO HOURS A WEEK (OR 100 HOURS A YEAR, FOR STUDENTS ATTENDING SCHOOL YEAR-ROUND) IN SCHOOL AND COMMUNITY SERVICE. THESE SERVICE ACTIVITIES SHALL BE MEANINGFUL TO THE STUDENTS AND SHALL ENHANCE THEIR EDUCATIONS. IN MANY CASES, THESE SERVICE ACTIVITIES SHOULD PROVIDE VALUABLE JOB TRAINING AND PERSONAL CONTACTS FOR THE STUDENTS.

School and community service projects should be implemented in the DCPS at all grade levels from kindergarten to twelfth, but in the four high school grades, these projects should involve definite time commitments by students. These projects should be coordinated at the District and school levels by individuals designated especially for this purpose (such as school activity directors), but the work of immediate supervision should be in the hands of the homeroom teacher. Joint class projects should be preferred.

The School Board tried to implement this several years ago, but the high school activities directors said that this was

logistically impossible. On the basis of a reconfigured homeroom, it should be logistically possible. We believe that the activities directors might be better employed in supervising the schools' community service activities than in some of the activities which they are now carrying out. In some schools, activities directors are useful only to a small clique of the most socially prominent students. The activities directors help to make the school a little country club for a restricted group.

We understand that the DCPS is trying to create a program of voluntary community service in high schools. Many students are already involved in community service, whether through individual initiative or through school clubs. However, the students who might need such involvement the most are precisely the ones who are not involved now. Unless the program is mandatory, it will not serve to involve the uninvolved.

CHANGING IN THE SCHOOL LEAVING AGE.

RECOMMENDATION 16: THE LEGALLY PERMISSIBLE AGE FOR LEAVING SCHOOL SHALL BE RAISED IN FLORIDA (OR IN DADE COUNTY, THROUGH LOCAL OPTION) FROM SIXTEEN TO EIGHTEEN YEARS OR GRADUATION, WHICHEVER COMES FIRST.

The late Senator Claude Pepper wished to raise the school-leaving age to eighteen, because he saw the harm that dropouts were doing to their own chances for success in life and the harm that the high dropout rate does to our nation. The time has come to raise the school-leaving age to eighteen because dropouts cannot reasonably hope to achieve good jobs. Unemployment, welfare

dependency, substance abuse, prison, and premature death are the fate of too many dropouts. In some public housing projects in Dade County, over 90% of the young people drop out of high school before graduation.

While programs to reduce the dropout rate have shown some positive benefits, more is needed than a voluntary effort. The full force of law is required to reduce the dropout rate. The interests of the students and the interests of society combine to make this a necessity. We understand that this will be opposed by businesses which benefit from unskilled teenage dropout labor, but most Dade businesses would benefit by the better skilled workforce that a higher school-leaving age would produce. Our city would have less unemployment, less welfare dependency, less substance abuse, less crime and a lower mortality rate if the school-leaving age was raised. Dade would become more attractive to businesses seeking to relocate or establish.

We also understand that many teachers and administrators will oppose raising the school-leaving age because the students will likely be surly and hostile. We already have plenty of surly, hostile students in the ten to fifteen year range, so this would be nothing new. We must accompany the raising of the school-leaving age with new efforts to make school more enjoyable, interesting, and relevant for students. One way to bring this about is to allow teachers and administrators who do not want to take the trouble to make school enjoyable for students to find another line of work. A very positive aspect of raising the school-leaving age is that it would bring with it the resources to hire many more teachers and inject new vitality into the system.

Provisions could be written into the law to grant exemptions from this school-leaving requirement to students whose labor was

vitally necessary to the economic well-being of their families, particularly married students with children of their own. However, we would prefer that the state provide adequate resources so that these young people could stay in school and finish their educations without placing their families in dire hardship.

Raising the school-leaving age to 18 would allow for the repeal of such legislation as that allowing the drivers' licenses of students who drop out of school to be revoked. This legislation has caused bureaucratic enforcement nightmares. Mandatory school attendance could be enforced directly instead of in this roundabout and ineffective manner.

THE SEVEN PERIOD DAY.

We are not among those who mourn the passing of the seven period day. Indeed, we fervently hope that it will not be restored after the current budget crisis has passed. High school students in Dade and America do not need more and more electives. Instead, they need to focus more of their energies on essential academic courses.

The six period day allows for four academic courses and two electives each year. This is surely enough electives. If we need to pare the required curriculum of non-essential, non-academic, required courses, then we should by all means do so. As part of the deregulation of education in Florida, some judicious pruning of the required high school curriculum is well in order.

Thomas Toch's new book, **In the Name of Excellence**, makes it clear why so many electives are crammed into the American high

school curriculum. The key force behind this dilution of the academic curriculum through vocational, artistic, health, and drivers' ed courses is the elective course teachers themselves, organized into state and local associations.

The truth about these electives is that most students hate them. They would not take these electives unless they were forced to. They are being forced to take courses which they do not want and which cut into their time for serious courses by featherbedding teachers.

The DCPS could provide for the needs of students who want these various electives through choice schools. Students wishing to specialize in music could attend a music-oriented choice school where they received the regular academic curriculum, plus two hours of music courses each day. The same could go for students wishing a particular vocational elective or art or drama. In this fashion, students who want to concentrate on academics could do so, while students with other interests could fulfill their interests.

At FIU we are quite familiar with such featherbedding practices. In the College of Education, elementary ed students are forced to take courses in music, art and physical education, even though they will not teach these subjects in the DCPS. Even if e FIU College of Education faculty themselves wished to eliminate this requirement, they could not because it is implanted in the state Department of Education regulations. Of course, this requirement has been implanted at the state level after lobbying by State University System and other college professors

of Art Education, Music Education and Physical Education. The whole thing is a gigantic scam, a rip-off, which prevents the elementary education students from taking the extra courses that they really need in Reading Instruction, Math Instruction, and Urban Education.

When the budget shortfall ends, we profoundly hope that the DCPS does not go back to the seven period day, but rather constructs a permanent high school curriculum which has more focus on academic subjects. We need to concentrate on the essentials. Equipping our students with strong skills in reading, writing and math and wide knowledge in literature, biology, chemistry, physics, history, geography, economics, and government will pay personal dividends over a lifetime in all aspects of existence. Our community would benefit by better prepared high school graduates through greater prosperity, a more informed citizenry which is better equipped to carry out their roles in democracy, a higher level of culture, and more successful families. And our nation would benefit by being better equipped for international competition.

BIBLIOGRAPHY.

The following books and articles have appeared recently and shed light on the situation of Dade's high schools. We recommend them as good summer reading for the School Board, top administration, and UTD leaders.

Bridges, Edwin M., **The Incompetent Teacher: The Challenge and the Response** [Falmer Press; Philadelphia; 1986]. From 5% to 15% of all public school teachers are incompetent. Incompetent teachers are more likely to be senior than junior. Incompetents were mostly hired when job markets were tight and the schools had little choice in whom they hired. This is not the case today. Attempts at remediation of incompetent senior teachers are seldom successful. The incompetents have been praised by their superiors for so many years that they cannot believe that there is really a problem. They don't improve, but just become defensive. Schools lack the resources to make a specific diagnosis of the problem and to prescribe a workable cure. Administrators want to fire incompetents, not retrain them. They seek to document the problem so the incompetent can be fired, rather than find methods of assistance. Voluntary resignations seldom take place. Strong, direct pressure is necessary.

Brown, Daniel J., **Decentralization and School-Based Management** [Falmer Press; New York; 1990]. An examination of the organizational theory behind SBM. The 1978 report of the Select Joint Committee on Public Schools of the Florida Legislature, **Improving Education in Florida: A Reassessment**, supported SBM, but both

teacher unions, the PTA, the School Board Association and the Superintendents' Association all opposed SBM. Brown's study concentrates on SBM in British Columbia, particularly Edmonton. In their system, power went to principals, not teachers or parents. It began in fall, 1980. An improvement in student attitudes was noted in junior and senior high schools after SBM was implemented. Teachers were involved in decision-making and complained of increased time expenditure and stress, but final say in hands of principals.

Burke, Fred G., **Public Education: Who's In Charge?** [Praeger; New York; 1990]. Critical of Dade's SBM/SDM. Says teachers lack competence and commitment to be trusted with running the schools autonomously. Praises state intervention in the form of minimum competency standards and broader academic curricula for learning gains in the 1980s. Teachers lost their authority because they were not maintaining student academic achievement levels. If authority now returned to teachers, academic achievement levels may drop again. [Our comment: This, of course, is what is happening in inner city schools in Miami. The answer, however, is not to return to centralization and to continue to deprofessionalize teaching, as happened before 1987. The answer is to install accountability and to retrain or oust the teachers who lack competence and commitment.]

Chubb, John E. and Terry M. Moe, **Politics, Markets and America's Schools** [currently available in bookstores in Miami; Brookings Institution; Washington, D.C.; 1990.] A goldmine of information on what high school practices make a difference in student

academic achievement, based on extensive quantitative data and excellent statistical analysis. This book is being used by those in Florida, led by Stanley Marshall, former president of Florida State University, who are putting together a statewide referendum to privatize education through a voucher system. But it can also be used by public school people to fix up the schools and prevent the privatization forces from winning. This is the most important book on American K-12 education in the last twenty years.

Finn, Chester, **We Must Take Charge** [1991.] An excellent argument for building a strong, academically-focused educational system. Full of great stories concerning the educational establishment's opposition to any sort of objective evaluation measures and accountability. An ideological statement, more than a history. Raises the right questions about our own SBM/SDM system, i.e., will the staffs of schools produce good results in the absence of any system of rewards and interventions? Finn is wrong about multicultural education and affirmative action, but he is exactly right on most subjects.

Goodlad, John I., and Pamela Keating, eds., **Access to Knowledge: An Agenda for Our Nation's Schools** [College Entrance Examination Board; New York; 1990]. Particularly the article by Linda Darling-Hammond with Joslyn Green, "Teacher Quality and Equality". The scarcity of teachers with an adequate knowledge basis and a sense of how to use this knowledge in effective ways for the children in the classroom is the **most** serious problem facing American inner city schools. The best teachers shift to suburban schools and upper ability tracks. Minimum professional standards

should be enforced in inner city schools. This will aid the overall professionalization of teaching.

Lomotey, Kofi, ed., **Going to School: The African-American Experience** [SUNY Press; Albany; 1990]. Contains two articles of great interest to our local situation: Mwalimu J. Shujaa, "Policy Failure in Urban Schools: How Teachers Respond to Increased Accountability for Students". Shows that teachers will resist higher academic standards imposed from above. They will concentrate only on the better students. Many teachers in inner city schools are cynical and frustrated. They are hostile to increased testing of students. James R. Bliss and Magarida C. Carrasco, "Changing An Urban School: Problems of Capacity and Power". Under pressure to improve results, teachers will "cheat". They will falsify student academic records to make monitoring from above impossible. They will fake physicians' excuses for their own absences when pressured to attend more regularly. Their implementation of imposed new policies will be superficial. In many cases, the school administration will demonstrate that it is not really serious about enforcing the new policies imposed from above.

Louis, Karen Seashore, and Matthew B. Miles, **Improving the Urban High School: What Works and Why** (Teachers College Press; New York; 1990]. Profoundly significant for our SBM/SDM project. Based on a 1985 survey of 178 schools undergoing improvement projects. Most school improvement projects (SIPs) are superficial because they do not address the learning environment in the classroom or student-teacher relationships in the classroom.

SIPs mostly come about due to state or district pressure, but the success of the SIP depends on the people inside the school. The real work of organizing the SIP is almost always done by the school administration and department heads. Broad teacher participation in an SIP is rare. It is difficult to maintain staff interest in an SIP. Producing real effects in a school takes time, perhaps five years, and the school must remain strongly committed to the SIP over this entire period for it to be successful. The fewer the district rules imposed on the schools, the more likely the SIPs are to be successful. Districts should provide schools wide latitude for experimentation. Failed SIPs remain in the school's institutional memory for a long time and make trying a new SIP very difficult. A successful SIP builds a "vision" among the staff of what the school can become. The external objectives of the SIP imposed by the state or district should not be narrow and specific and should not hem in the school's vision for itself. A successful SIP in an urban high school requires $50,000 to $100,000 each year for five years for implementation. This money should go for assistance and coordinative effort, not for add-on salaries or stipends. Staff training is essential to a successful SIP. This training should be intensive, needs-specific, diverse, and sustained. Outside consultants from the district, universities, business, the state, or consulting firms should be used by the school. Shared Decision-Making is essential. The teachers need to be deeply involved at all stages. The hardest problems for SIPs to solve are those of "setting": external demands; lack of school autonomy; lack of time and overloading of staff members involved centrally in SIP. "Deep" coping strategies are essential:

vision building and sharing; rolling planning; substantial restaffing; increased school control over its environment; empowering people; and redesigning the school organization.

Pellicer, Leonard O., et. al., **High School Leaders and Their Schools: Volume II: Profiles of Effectiveness** [National Association of Secondary School Principals; Reston, VA; 1990]. In all cases of effective high schools, the principals are risk-takers concerning the instructional program. The more risks they take, the better the outcomes. They bypass the bureaucracy and ignore red tape. They implement changes without district permission.

Powell, Arthur G., Eleanor Farrar, and David K. Cohen **The Shopping Mall High School: Winners and Losers in the Educational Marketplace**, [Houghton Mifflin Co.; Boston; 1985]. The best recent book on high schools. Even though it appeared six years ago, it is still totally relevant to Dade's schools. Stupidities appear in the high school course catalogues of many Dade schools which come straight from this book. Dade and America are simply out of the game of international competition in terms of academic achievement for the broad mass of high school students, and this book explains why.

Rosenholtz, Susan J., **Teachers' Workplace: The Social Organization of Schools** [Longman; New York; 1989; available at the University of Miami, Richter Library]. This book is outstanding in its applicability to Dade's SBM/SDM project. It should be required reading for each principal and regional director in the

DCPS. Extensive in-service training should be done on these ideas. Rosenholtz should become a key consultant for the DCPS.

The ideas in this book can become the basis for making every school successful under SBM/SDM. By implication, the book is also a good argument for choice schools of not more than 300 students each at the high school level. Staff consensus on shared goals is the most important factor in school success. Consensus cannot be built in large high schools which are departmentalized.

Rosenholtz's book is based on an analysis of a large number of elementary schools in Tennessee. It has a sizeable data base and a sophisticated multiple regression analysis methodology. We will summarize the findings of this book at length because of their enormous local importance.

Schools are divided on four dimensions which overlap to a considerable extent: high and low consensus, depending on the extent of shared values among the staff; learning enriched and learning impoverished schools, depending on the extent to which teachers have the opportunity for professional development, especially through interchange with their colleagues; routine and non-routine technical cultures, depending on whether the staff treats the students as a uniform mass or develops an individual learning program for each student; and "moving" or "stuck", depending on whether teachers feel an opportunity for personal growth in the school and feel that they can improve their classes through their own actions or whether they feel powerless and immobile.

The most important dimension is consensus. High consensus schools have successful student learning outcomes and good student behavior patterns, while low consensus schools have poor

outcomes in academics and behavior. High consensus schools come about because a strong principal builds consensus through democratic means. The principal brings the school staff together to set shared goals. She appears frequently in the classrooms of the teachers and discusses improvements in teaching techniques with them based on what she sees. Teachers accept this monitoring because it is based on the shared goals which were arrived at democratically and because it is helpful, rather than punitive. Teachers see the principal as a good problem solver.

Principals in high consensus schools focus their attention on student mastery of basic skills, particularly reading. They continuously monitor student progress. Teachers know that progress in reading is what is most important to the principal. The teachers themselves internalize this goal through shared goal setting and through consistent evaluation by the principal.

Teachers become involved with each other on projects related to setting shared school goals and implementing these goals. From this collegial involvement comes frequent discussions between teachers on classroom issues. Strong, democratic principals thus are central in bringing about a collegial atmosphere within the school.

Low consensus schools have weak principals who do not communicate shared expectations to teachers. These principals have no clear goals in their own minds. They are not instructional leaders. The self-esteem of these principals is always under threat because of their own uncertainty and the lack of success of their school in academic achievement or student behavior. Such principals evaluate teachers infrequently and inconsistently. They do not call the staff together to build

school goals. They belittle teachers in front of students. Teachers do not know what is expected of them, so they retreat into the isolation of their classroom. When they talk to other teachers, it is to complain about working conditions or to belittle the students. In high consensus schools, teachers mainly talk to each other in positive ways about academic instruction. They are interested in each other's ideas. In low consensus schools, teachers fear criticism from each other.

High consensus schools emphasize student mastery of basic skills, particularly reading, as the central goal of the school. High consensus schools show a continuous improvement in teaching practice. High consensus schools give great importance to choosing the best new teachers and to socializing them. Principals and teachers spend much time orienting new teachers to the school's goals and methods.. They make the new teachers feel welcome. Their own aspirations for the school are revitalized in the process of communicating what the school is about to the newcomer. A strong statistical correlation exists between high importance for "shared goal setting" and "socialization of new teachers". The schools which set their goals in common and emphasize common goals are most concerned with socializing new teachers. Socialization of new teachers is also related to the cohesiveness of the teachers. The more cohesive, the more attention to socialization.

In high consensus schools, teachers who are successful in the classroom are popular with other teachers and not felt to be a threat. In low consensus school, successful teachers are punished by other teachers through gossip and isolation.

In low consensus schools, new teachers are thrown into the classroom to sink or swim on their own. Their initial enthusiasm

and idealism is quashed as they learn that teachers never talk about instruction with each other and have a hostile attitude toward students.

Strong shared goal setting is the biggest determinant of "managing student behavior". Where the teachers work together with a focus on academics, students behave best. In high consensus schools, teachers feel secure in the esteem of their principal and colleagues. When students have trouble in class, teachers in high consensus schools most frequently call parents.

High consensus schools do not bring about smothering conformity. Instead, teachers in these schools feel empowered to learn new things (especially from the principal and colleagues) and to try new methods. Innovation and experimentation is encouraged in high consensus schools. Everyone is interested in academic achievement and supportive of new efforts to raise it.

On the dimension of learning-enriched versus learning-impoverished, the enriched schools have a curriculum of greater diversity and complexity than the impoverished schools. Enriched schools emphasize innovative teaching styles. Impoverished schools emphasize rote teaching. Curricular uniformity and simplicity marks the impoverished schools. Enriched schools focus on academics and reading as their main concern, but because they have high consensus and a positive attitude toward experimentation they develop a much richer curriculum. Learning impoverished schools have low consensus and individual teacher autonomy, but end up sticking to the minimal prescribed curriculum. Teachers and principals do not encourage innovation by constantly discussing academic instruction in these schools. In learning enriched schools, teachers get most of their ideas for

new teaching methods from fellow teachers. In learning impoverished schools, the main source of new ideas is teaching magazines.

In learning enriched schools, teachers consider that their main personal accomplishment is teaching reading, math or science well or motivating students to learn. In learning impoverished schools, teachers are more likely to emphasize as their main achievement vague and amorphous goals which cannot be measured such as: personalizing instruction; creative activities like storytelling, dramatics, music and art; and disciplining students. They do not focus on basic skills. They consider their main personal accomplishment to be an "innate quality or gift that can't be learned", while teachers in learning enriched schools are more likely to consider that they learned their main accomplishment from other teachers.

In learning enriched schools, teachers believe that one goes on learning about how to teach forever, throughout one's entire career. In learning impoverished schools, teachers consider that one learns all there is to know about teaching on the average in 4.7 years.

Technical culture defines how one achieves success in teaching. In the absence of a strong technical culture, success is uncertain, outcomes unpredictable, and few well-established techniques exist. This threatens the self-esteem of teachers and principals and is typical of a low-consensus school. It is possible to have a strong technical culture in a school which is routine: this emphasizes that the students are lazy, stupid and recalcitrant; not much can be expected of them; here is what one should do with such student. One could also have a strong

non-routine technical culture which emphasizes personalized instruction and experimentation.

Teachers feel secure concerning technical culture and instructional practice when they receive positive feedback on their teaching from the principal, other teachers, parents, and students. Positive feedback gives teachers "certainty" on technical culture and instructional practice. "Certainty" is also enhanced by collaboration between teachers, parental involvement with the school, and a feeling by teachers that student behavior is being managed well in the school.

In low consensus and routine technical culture schools, students sense the absence of cohesion among the staff and run amok. They know that the teachers do not think they can learn, so they withhold effort in the classroom. Teachers and principals do not consistently cooperate in maintaining order. An absence of academic mission means that the students do not feel that they are doing anything important in school.

In schools with a routine technical culture, teachers blame parents for student misconduct. They feel that the students are incapable of learning and behaving. They protect their own self-esteem (which would suffer because they are not being successful in teaching the students or maintaining order) by blaming the students and their families. So they will not call parents when students have problems. In routine technical culture schools, teachers feel that they have to handle student problems all by themselves and that they should not turn to the principal or colleagues. Schools with a routine technical culture get poor academic results and have a higher level of student behavioral difficulty than schools with a non-routine technical culture.

Schools with a non-routine technical culture feel that there are no limits to what the students can learn. Teachers are willing to bring in parents as collaborators when students have academic or behavioral problems.

Finally, the dimensions of "stuck" and "moving". 79% of the "moving" teachers would break rules to help students. 75% of the "stuck" teachers would **not.** It all depends on the feeling of efficacy of the teachers. "Stuck" teachers are burnt-out. They feel that effort does not pay. A difference exists also between "stuck" and "moving" districts: moving districts employ teachers from high status universities and spend more money per pupil, even though their tax base is not necessarily larger than the stuck districts. In moving districts, the school board appoints the superintendent. In stuck districts, the superintendent is elected by the people. (Stuck districts are rural in Tennessee.)

The status of the teacher's undergraduate university is positively related to student reading and math scores. Teachers from higher status universities tend to teach at schools with higher socio-economic status among the families of the students. Such teachers know more than teachers who attended lower status universities and are more successful at imparting reading and math to students. [This would also be the pattern in Miami: the teachers who attended the best universities and who know the most are disproportionately concentrated in the affluent, suburban schools where they give one more advantage to students who already have many home advantages. The students in the low-income, inner city schools get teachers from universities of less prestige who know less and who are less effective in the classroom because of their own lack of knowledge and skill as teachers.]

Toch, Thomas, **In the Name of Excellence: The Struggle to Reform the Nation's Public Schools, Why It's Failing, and What Should Be Done** [Oxford University Press; New York; 1991]. The perfect companion volume to Finn. Shows the history of the educational reform movement of the 1980s in considerable detail. Attacks the educational establishment for its opposition to high standards and accountability. Demonstrates how petty and voracious educational politics is. Full of good ideas about what has and has not been successful in other states.